

ENVIRONMENTAL EDUCATION
and
COMMUNICATIONS IN UGANDA:
ORGANIZATIONS AND RESOURCES

A Report Compiled for USAID/Uganda

by the

Environmental Education and Communication Project

"GreenCOM"

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EXECUTIVE SUMMARY

Research for "Organizations and Resources for Environmental Education and Communications in Uganda" work was undertaken from July 7 through August 6, 1994. Seventy-one persons were interviewed providing data to profile 41 organizations with resources for, or having an interest in, environmental education in Uganda.

The report provides an overview of environmental education and communications in Uganda. The major finding of the consultancy is that conditions for supporting national environmental education programs are rapidly evolving:

- o There is great interest in environmental education;
- o There are pressing environmental issues which can be addressed through environmental education's holistic and scientific approach (e.g. soil conservation; fuelwood shortages; and wildlife conservation;)
- o individuals within several key groups are beginning to take independent action to create environmental education programs (e.g. teachers at the Institute for Teachers' Education, and staff and leaders of indigenous NGOs;) and,
- o Donors, Ministry of Education, and Uganda National Parks express both interest and willingness to support environmental education -- when the time is right.

However, before conditions are fully ripe to nurture a full-scale national environmental education and communication program involving formal education agencies, several events must occur:

- o Basic reforms of the Ministry of Education need to be complete (e.g. the first phase of the SUPER project;)
- o The location of the National Environmental Management Authority within the GOU and its role vis-a-vis environmental education must be decided.

In the meantime, GreenCOM can initiate EE&C projects involving NGOs, Wildlife Clubs of Uganda, and the Uganda National Parks as a prelude for a comprehensive national EE&C strategy. The importance GOU attaches to tourism, as a hard currency generator, coupled with the fact that 50% of all school aged children are not in school provide opportunities for EE&C projects related to NGOs and the Uganda National parks. By initiating a NGO and national parks program, GreenCOM can prepare itself to provide assistance for the formal education sector as soon as it is ready to integrate EE&C into its programs.

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INTRODUCTION

To paraphrase Elliot, "Between the idea and the program, there falls a shadow." In Uganda, elements of national environmental education and communications projects are falling into place. However, in the shadow between EE&C as an idea and EE&C as action, there is need of a catalyst. An EE&C project that coordinates existing activity could act as that catalyst, going a long way towards creating a citizenry aware of the need for conservation, and skilled at producing environmentally sustainable economic development.

There is widespread recognition in Uganda that EE&C is a tool to be used to halt environmental degradation and to lay the groundwork for environmentally sustainable economic growth. A government White Paper on education (currently being debated,) The National Environment Action Plan (NEAP), and the draft national constitution¹ all note that EE is an important component to national development. However, there has been no systematic attempt to integrate EE into curricula, non-formal activities, or communication and media productions. Individual attempts to integrate EE&C into the fabric of Uganda's education and communications infrastructure remain isolated. In spite of the great interest and enthusiasm with which the idea of EE&C is embraced, there are very few materials on EE&C methods and techniques. Indeed, the fact that one of Government's educational goals is to make 1 textbook for each 3 students available is indicative of the need for educational materials across-the-board.

While very few EE&C activities and materials exist, a foundation for realizing an Ugandan national EE&C strategy is evolving. Government, district officials, NGOs, dramatists, and educational professionals recognize the importance of EE&C to national development. One of the most impressive findings of this consultancy was the degree to which individuals are taking it upon themselves to meet the need for EE&C materials. For example, in Kaborole District, representatives from different NGOs are coming together to "standardize" their conservation education messages for farmers; teachers affiliated with Institute for Teachers' Education have taken it upon themselves to write an EE curriculum for use with the national syllabus; and, a lecturer in the Faculty of Forestry at Makerere University teaches a private course in environmental study for secondary school leavers.

However, it is important to remember when observing the evolution of EE&C, that it is of recent origin. Uganda is emerging from several decades of repression, civil unrest, and civil war during which the economy and infrastructure collapsed. EE&C activities are, for the most part, one, two, three, years old. As one observer of Ugandan development puts it: "With the stagnation and repression of the last 25 years, remember people are not starting at zero, they are starting at negative 15."

OVERVIEW

¹. Article 278 of the draft constitution legitimizes EE.

Environmental Education and Communication activities in Uganda occur against a backdrop characterized by rapid and dynamic change. The land itself is volatile, straddling one arm of the Great Rift Valley, with the western Districts prone to earthquakes. Most of the country is plateau with a mean elevation of 4,000 feet above sea level. In the West, along the border with Zaire lie the Rwenzori Mountains, and in the East, along the border with Kenya, rises Mount Elgon. To the north, the plateau slopes towards sea level and is semi-arid along the border with Sudan. In the South, along the shores of Lake Victoria, the land is hilly, wetter and covered with woodlands and remnant forests. Nearly 20% of the country is wetlands and water.

Uganda's population is a rich mixture of four distinct ethnic and linguistic groups -- Bantu, Nilotic, Nilo-Hamitic, and Sudanic. Prior to British rule, four Kingdoms predominated what has become Uganda: the Bunyoro Kingdom; the Toro Kingdom; the Ankole Kingdom; and the Baganda. The constitutional status of the kingdoms, especially that of the Baganda, are a major consideration in formation of the Ugandan state. The diversity of ethnic and linguistic types is reflected by the fact that Radio Uganda broadcasts in 22 languages.

Political life in Uganda has been volatile since independence in 1962. The 1970s and 1980s, were a time of repression, foreign invasion and occupation, civil war, and population dislocations. Since 1986, the National Resistance Movement (NRM) has provided political stability, which is beginning to lead to economic growth. Currently, a national constituent assembly is debating a constitution. Major issues to be decided include the role of the kingdoms, the degree of centralization or federalism, and the legalization of a multi-party system. While the legislative form of government is being debated, the NRM government has pursued free-market policies and emphasized the need for environmental protection and sustainable natural resource management. The US Government has contributed to the formation of environmental policy by funding The Action Programme for the Environment (APE), giving rise to the National Environmental Action Plan (NEAP). The NEAP process has lead to a National Environmental Management Policy (NEMP -- that includes support for environmental education.) The National Environmental Management Authority (NEMA) is expected to be established sometime in 1994.

Political institutions also are influenced by the de-centralization of administration and the Resistance Councils (RCs.) RCs are a unique contribution to political life made by the NRM government. They were created in an attempt to make government and administration more responsible to the people. There are five levels of RC, corresponding to the structure of local government. Unlike local government, which orders business in a top-down fashion, the RCs are structured from the grass-roots-up. RC members at the district-level are responsible to those in the subordinate county-level RCs who elected them, and so on down through the sub-county, parish, and village. In theory, the National Resistance Council (e.g. parliament) is responsible to all lower-levels of RCs. De-centralization is an attempt to move decisions for planning and administration to the district-level away from the national government. Eventually, each of Uganda's 39 districts will be responsible for their own environment and development planning.

Much of the economic change and government policy is driven by demographic trends and

the resulting environmental impact; and (until quite recently) a stagnant economy. Most Ugandans are rural dwellers (90%) and subsist through farming. The current population, in a nation nearly the same size as Oregon, is estimated to be 19 million. The annual growth rate is estimated at 3.2%/year (or, the average number of children by child-bearing women is 6.) Population pressure has led to deforestation, soil erosion, and land fragmentation. The pressure on environmental and natural resources from increasing populations and subsistence agricultural practices is exacerbated by low incomes (approximately \$200/year/person.) For most Ugandans, this means that their livelihood comes directly from the land; and the land is becoming exhausted. This is complicated by HIV/AIDS. *New Vision* (a major daily newspaper) reports that 1/3 of all sexually active Ugandans are now HIV positive. HIV infection is growing most rapidly among females aged 13 - 29 years old. In some trading centers, infection rates among sexually active age groups range from 40 - 50%.

In meeting the threat of HIV/AIDS, and providing for health education in general, GOU has set precedents for formal school-based environmental education. Through the School Health Education Project, basic health and sanitation information has been integrated into both the primary and secondary science syllabus. Materials include Teachers' Guides; student books; and teachers training materials. Although not presented as environmental education, these materials do provide a "hook" for introducing expanded EE&C into formal education. In meeting the threat of HIV/AIDS, GOU has used theater and drama as mediums for educating a wider public. Plays have been written and produced, along with guidebooks that playwrights might use in writing plays. The use of drama and theater to address wider societal issues is a central element in Ugandan culture. It already is being used to address conservation and environmental change.

Using a definition of education that embraces both formal and traditional means for learning and communication is critical in Uganda given the low levels of literacy and school attendance. Literacy is estimated at 50%; while school drop-out rates are high (an estimated 1 in 4 who begin school will never attend a secondary school;) and, half of all school aged children never attend. A special consideration in educational programming is the "lost generation;" those who were unable to have formal schooling because of war and repression. While the formal education sector represents a small proportion of the different ways that Ugandans teach and learn, it is also, at least at the grassroots, an innovative sector. Teachers, students, and teachers-of-teachers have begun to incorporate EE&C techniques and themes within their own teaching. However, EE&C is not yet a formal priority of the Ministry of Education. The Ministry has begun a process of restructuring education as well as revising the syllabus. Once these reforms are complete it will be possible to build on the innovations emerging in individual classrooms and schools.

The GOU is pursuing variations of EE&C through wildlife, parks, and tourism policies. Uganda National Parks is rapidly positioning itself to compete in the worldwide ecotourism market. Several forest reserves have been regazzeted as national parks in anticipation of increased tourism. Part of the park development program includes buffer zone projects to provide alternatives to park resources for local people. With assistance from international donors and

NGOs, several model projects are being implemented throughout the national park system. The African Wildlife Foundation project at Lake Mburo is an example of buffer zone project that bring park resources to bare on surrounding communities. Conservation education is an important component of the buffer zone projects. Such education projects include more tradition agricultural extension as well as school- based activities.

The interest in EE&C exhibited by formal education and training sector organizations is mirrored by in business, religious, civic, and NGO communities. The religious and NGOs groups have taken their interest in EE&C furthest by linking environmental education explicitly to health, agriculture, and national development. The Wildlife Clubs of Uganda already provide an incipient EE&C infrastructure linking schools to the wider community. The sense of urgency and opportunity for national development has spurred the formation of network of group attempting to coordinate programs that meet local needs. DENIVA and NARM, with assistance from international donors, are two such Ugandan NGO networks. Members' programs include conservation education, EE&C, technology transfer, and health education projects. The Bynyagabu Beekeeping Community is a small local NGO that links its educational work to honey production as a vehicle for increasing cash incomes for farmers. The Church of Uganda is attempting to place its HIV/AIDS education program within the wider context of sanitation, nutrition, and community gardening.

The business and civic community's interest in EE&C is not yet matched by program. This seems more the result of wondering where best to invest in EE&C, rather than a lack of commitment.

These trends were reflected in a series of conversations held with officials in Kabarole and Kasese Districts early in the consultancy. The officials included a District Executive Secretary, Central Government Representative, and Forestry, Agricultural, and Education Officers.

In Kabarole District, officials observed that USAID funded conservation and development projects are beginning to have local impact: Some residents are beginning to increase their incomes as a result of their participation in World Wide Fund for Nature and IUCN projects. Other residents are becoming aware of their neighbors success and want to be included in project activities.

With respect to EE&C, District Officers think that environmental education is an activity that makes the masses aware about environmental problems and solutions. Most importantly, conservation education programs must have practical results if farmers are to take it seriously. The District Farm Institute also is an important institution for reaching District residents. Approaches include a training & visit methodology and a group approach. In each group, one member is the lead member for a specific activity or method. Group members rotate from one to the other sharing their knowledge and experience.

The same District officers thought that school-based EE/Conservation Education should

teach about the role of forestry and the importance of biodiversity. They also thought that school-based EE programs are important because children can teach their parents with science courses and wildlife clubs being the vehicles for EE. Finally, questions set by the Uganda National Examination Board are important motivators for teachers and students to develop an interest in environment, natural resources, and conservation.

In reaching children, the Subject Matter Specialist of the education department integrates EE into school-based activities. The Wildlife Clubs are the most effective extra-curricular activities. The most effective medium are arts, music, drama, and drum groups. Tree planting and forest conservation are the most important youth activities.

In Kasese District, officials provided an overview of their major issues. The past year has been a very active time as District officials begin to address a range of environmental issues. However, they are constrained in their work by the lack of an environmentalist to work with local policy makers. There is a Environment Sub-Committee of the District Planning Committee. The sub-committee deals with issues ranging from industrial pollution to soil conservation to tree planting. De-centralization is the major factor in stimulating an interest/concern in addressing local environmental issues.

However, the District lacks a good understanding of environment and that hampers an ability to plan and implement sound policies. For example, a major flood washed-out the bridge on the main north-south road through the town. One of the reasons for the severity of the flood was erosion on the neighboring mountain slopes caused by tree-cutting and agricultural practices. The ability to have an understanding of environmental education and the skills to transfer knowledge to farmers in the mountains is a major need in the district: "We need practical solutions to take out to the people." The knowledge he is seeking is about educational and communication techniques to peasant communities. "Our officials need to know how to identify problems and have the skills to apply solutions." The district environment committee needs help in forming policy on how to deal with the issue of fuelwood shortage. The DES recognizes that fuelwood shortage is an indicator of increasing population pressures on a shrinking resource base without widespread adoption of different energy sources. To strengthen the environment committee, local NGOs have been invited to join the planning committee and the environment committee.

The District Executive Secretary thought that part of the problem faced by the Kasese District Planning Committee is the rapid shift from resource preservation to conservation as a tool for "wise use of resources." According the district forester this means people must understand what is implied by "ecosystem" and "ecosystem management." The District has initiated environmental committees at the sub-county level to infuse environmental knowledge down to the grassroots. Additional environmental issues faced by the District revolve around the reopening of copper mines. The District Planning and Environmental Committees will need expert technical advice in preparing for copper and cobalt mines.

It is in this context that a uniquely Ugandan EE&C movement is evolving. The GOU is

pursuing an economic development policy based on agriculture and tourism focused on wildlife and natural features. For EE&C to "take-off" in this context, it needs to be linked to activities that will have an immediate and beneficial impact: Income generation and acquisition of marketable skills.

A successful EE&C program in Uganda will need to:

- a) address agricultural production practices (e.g. soil conservation;)
- b) address alternate energy sources and fuelwood production;
- c) address nutrition, health, and HIV/AIDS;
- d) address wildlife and tourism.
- e) provide a bridge between formal education and non-formal education (using a multi-media approach such as classroom learning, theater, and radio;)
- f) become a vehicle for meeting basic math and literacy objectives.

METHODOLOGY

Data was collected through a series of interviews with key contacts in government. In several cases, interviews were "group interviews" in which each member of the GreenCOM Team was responsible for asking a separate category of questions. Interviews and documents were analyzed with special consideration paid to linkages between groups and educational or outreach activities.

LIMITATIONS

This report is not strictly speaking an inventory in the stock-taking sense. It is more accurately a sample of agencies and organizations that make-up Uganda's educational infrastructure. As with all samples, information must be interpreted within certain confidence levels. In the case of this study, confidence intervals are qualitative in nature: To what extent does the sample accurately reflect environmental education and communication activities in Uganda? The measure of representativeness used in this study is the extent to which an organization or individual is referred to the researcher a second or third time. This is the extent to which the same people are referred to the researcher as important contacts. In other words, when informants A and B refer one another as key informants, and when informants X, Y and Z refer to A and B as key contacts, then the field of research has been defined. This began to happen by the end of the third week of research.

An additional set of limitations stems from the focus of the inquiry representing an error of omission rather than commission. This survey of organization rests heavily on formal education, international NGOs, and natural resource and wildlife agencies (e.g. national parks.) There was little information collected Ministry of Agriculture activities, nor on fisheries and marine education, other than Wetlands Conservation and Development Programme. Finally, the bulk of time was spent in Kampala, so the information in this assessment may reflect "capital-city bias."

ADDITIONAL ISSUES FOR INQUIRY AND CONSIDERATION

In the development of a Uganda-specific EE&C strategy and program, several additional issues should be explored. They include:

- a) The extent and effectiveness of adult and continuing education programs, including that of Makerere University;
- b) The distribution, strength, and effectiveness of drama groups; including languages in which plays and dramas are produced;
- c) The effectiveness of radio as a communication tool;
- d) The range and depth of business and civic communities' commitment to EE&C, including availability of resources, and willingness to commit resources to national EE&C programs and campaigns.
- e) The effectiveness of rural-urban linkages as channels through which to transmit EE&C messages.
- f) The utility of linking population issues to environmental issues;

MAJOR FINDINGS

- o In Uganda, most informants equate environmental education with:
 - o awareness and awareness campaigns;
 - o conservation education;
 - o wildlife and tourism; and
 - o tree planting and deforestation.
- o There is no systematic evaluation of EE materials or monitoring of EE activities.
- o There is a limited sense of impact and extent of the reach of existing EE&C activities.
- o EE materials, methods, and activities are being developed at the community and grassroots levels.
- o Some EE activities are spinoffs of natural resource conservation and community development activities.
- o Community-based organizations and local NGOs beginning to coordinate EE activities between formal and informal sectors.
- o There appears to be wide-spread interest in and potential support for EE&C activities that enhance existing activities. Furthermore, government and non-government agencies are demonstrating the political will to implement EE&C programs.
- o People are prepared to use new EE&C techniques and materials with exposure and demonstration.
- o There appears to be an active network of businesses, civic groups, NGOs, government agencies, and individuals working to improve education, including EE&C activities. They express an interest in creating a unified educational experience across formal and non-formal education activities.
- o Current EE&C methods described include traditional classroom activities, out-of-classroom activities, workshops, public meetings, music and drama presentations, TV and radio presentations, newsletters, and posters.
- o Target groups for EE&C include children, adults (e.g. farmers and women,) domestic and foreign tourists, policy makers, project/program managers, as well as local government officials. There also is a conscious attempt to target adults through children.
- o There is an emerging EE&C infrastructure that links activities vertically, between projects and groups, and horizontally, within institutions.

o Drama and theater are an important medium for dissemination of information and skills to a wide public. It has been used with effect in HIV/AIDS education, and is being used in conservation education by schools and Wildlife Clubs.

o Those NGOs which seem to have the greatest probability of success are those with programs which are well-integrated within local community institutions.

SUGGESTED EE&C ACTIVITIES

GreenCOM could lend itself to consolidating the many different EE&C activities and interests already underway in Uganda. What is needed before all else is a coordinating and networking function to optimize widespread interest in the environment to implement a multi-sector EE&C program. A multi-sector approach will reinforce existing activities one-to-another: Public awareness campaign using the media and drama groups; workshops and materials development for teachers; and, training in non-formal EE&C techniques for NGO community education programs.

In the context of such a function, GreenCOM could offer:

Training and information on EE&C methods and techniques for a variety of audiences and activities active in EE&C, but largely self-taught; including teachers; radio & TV producers; NGO extension workers; and, dramatists. To explicitly reach the 50% of the population that has never, or may never, attend formal schools.

Assistance in the design and testing of EE&C evaluation methods and techniques for use by NGOs and non-formal education programs, and in national awareness campaigns.

Support for a national EE association as a networking organization of those interested in EE from different organizations and disciplines --- to provide some training, interests and contacts with global and regional, professional EE associations.

Assistance in coordinating World Environment Day by suggesting national and regional themes; essay, poster and drama competitions and facilitating greater participation by media and businesses.

Assistance in creating pilot business-NGO and business-school partnerships for EE; hosting a business round table on EE&C; and, highlighting and promoting exemplary partnership programs.

Assistance for UNP in implementing buffer zone conservation and development activities with training in EE&C issues and techniques for rangers and interpretive guides. Also assistance with mounting a public awareness campaign on the importance of tourism, parks, and wildlife to national development.

Although the formal education sector is not yet ready to tackle a full-fledged EE program, GreenCOM can stand ready to provide assistance when this sector is ready (within the next year or so.)

Assistance for ITEK and NCDC in design, testing, and production of EE enrichment materials and methodologies to fully implement and support emerging policy on environmental education.

Handbooks and structured learning activities to enable teachers to more effectively use existing curriculum and syllabus, as well as existing local resources such NGOs, extension system etc.

Assistance and support in the establishment of education technology demonstration centers within the teachers training system. Although many technologies may not be available to teachers (e.g. computers and interactive computer networks,) demonstration centers will keep teachers current with innovations and changes in their profession, worldwide.

ORGANIZATION AND AGENCY PROFILES

Organizations and resources for EE&C in Uganda are segmented into the following categories.

Government of Uganda and Formal Education and Training Agencies

Ministry of Natural Resources
 Dept. of Environmental Protection
 Environmental Education Unit
 National Wetlands Programme
 National Environmental Information Centre
 Forestry Department

Ministry of Education and Sports
 Project Implementation Unit
 Institute for Teachers' Education
 National Curriculum Development Centre
 School Health and Science Project

Makerere University Institute of Science and Natural Res.

Makerere University Institute of Social Research

Uganda National Parks
 Uganda Institute of Ecology
 Queen Elizabeth National Park

Ministry of Information - Educational Broadcasting

Church/Religious

Church of Uganda

World Vision

Private Sector

Sheraton - Kampala

Rotary Club of East Kampala

Communication and Media

Media Consultants, Ltd. Macmillan (U) Ltd
Bakayimbira Dramactors

International Organizations

Wildlife Conservation Society Africa 2000/UNDP

Peace Corps

CARE

International Union for the Conservation of Nature

African Wildlife Foundation World Wide Fund for Nature

Uganda Non-Governmental Organizations and Community-Based Organizations

National Resource Management (NARM) Forum

Uganda Wildlife Education Centre

Joint Effort to Save the Environment

Foundation for Rural Development

Bynyagabu Beekeeping Community

Wildlife Clubs of Uganda

Environmental Alert

East African Wildlife Society - Uganda Branch

Kibale Association for Rural and Environmental Dev.

Development Network of Indigenous Voluntary Assoc.

Profiles for each organization and agency were generated from discussions with representatives and any written materials produced by the group. Organizations representatives were those most responsible for education. In some cases, several different people provided information about the organization. Profiles, then, are compilations. When possible, information was verified by documentation, or through discussions with other knowledgeable persons --- experts in education, development, or educational professionals.

Each profile is presented in several different parts. These include address, contact position, staff composition (as it relates to EE&C), target group(s), main purpose, and a section labeled "Activities/comments" in which descriptive information about the organization, its programming, goals and concerns is summarized.

This is followed with a brief section on resources the organization has available, and perceived for EE&C to undertake or expand education programming. The profiles end with "Lessons Learned." Each informant was asked what they (or their organization) had learned that would be useful for designing a comprehensive EE&C program.

In a few cases, some groups were cited within a profile because that group or project would not exist outside of its context. For example, KEEMA is a faculty-student environmental action and education club that operates within the Institute for Teachers' Education community at Kyambogo.

GOVERNMENT OF UGANDA AND FORMAL EDUCATION AND TRAINING AGENCIES

The Government of Uganda has an emerging EE&C capacity. GOU entities which have an interest and/or capacity in environmental education include:

Ministry of Education and Sports

- o Project Implementation Unit
- o Institute of Teachers' Education/Kyambogo
- o National Curriculum Development Centre
- o Science Health and Education program

Ministry of Information

- o Farm & Rural Unit, Radio Uganda
- o Educational Broadcasting
- o Environmental education - Radio Uganda
- o Environmental education - TV Uganda

Ministry of Natural Resources

- o Department of Environment Protection
- o Environmental Education Unit
- o Wetlands Program
- o Forest Department

Uganda National Parks

- o Institute of Ecology

The nearly completed National Environment Action Plan (NEAP) giving rise to the National Environmental Management Policy (NEMP) with the expected establishment of the National Environment Management Policy (NEMA) has provided impetus to a more formal institutionalization of environmental education and communication activities. Environmental Education figures prominently in both NEAP and NEMP.

Organization Ministry of Natural Resources

The Ministry of Natural Resources is divided into two major sections -- Physical Resources (e.g. water, minerals, and energy) and Biological resources (e.g. forestry and biological diversity). Wildlife may be included in this division in the near future. Within biological resources are several sections with an interest in EE&C and conservation education. They are Department of Environment Protection and the Forestry Department.

1. Department Department of Environment Protection

Contact Director

Address P.O. Box Kampala

Activities/comments

At this writing, the Department of Environment is responsible for pollution, National Environment Information Center, Bio-Diversity, EE&C, and Wetlands. Its future status is dependent upon where NEMA is situated in government.

Lessons Learned

There is no deliberate policy or national program on EE&C. However, elements exist throughout formal and non-formal education activities --- mostly, at the primary school level. It is on these elements that any EE&C program should be based.

a. Unit Environmental Education

Contact Environmental Education Officer

Address P.O. Box 9629, Kampala

Telephone 257-976/255-473

Staff 1 EE officer in Kampala; 3 attached to NGO-UNP projects

Principal target group Agencies and institutions having some form of environmental education program, or public outreach function.

Main purpose

To coordinate EE&C activities, and solicit funds for EE&C activities from public and private donors.

Activities/comments

As discussions about the formation of NEMA continue, there is some thought that the EE unit of the Department of Environment Protection may be superseded by NEMA.

The EE unit works with NGOs and some government agencies to coordinate activities. At present, they work with the Ministry of Information, National Curriculum Development Centre, and the Teacher Training Colleges. They work with NGOs. For example, encouraging Wildlife Clubs to include wetlands topics in their materials. In addition, the Unit has an Environmental Education Officer attached to IUCN's projects in Kabariole and Mbale Districts. However, activities are constrained because of

personnel.

The EE unit convenes an informal working group of conservation education officers, meeting every other month or so. Representatives from UNP, and DTC, IUCN, UNP, and other NGOs are invited. The meetings are coordinated by a senior Environmental Officer and chaired by the Director of the Department of Environment Protection.

Resources A network across several government agencies and NGOs; small; but trained staff.

Needs Staff support; some training in EE&C methods and materials -- especially for non-formal activities;

Lessons learned

There is a need to bolster the coordinating function of a central EE&C position.

b. Unit Uganda National Wetlands Conservation and Management Program

Contact Project Manager

Address Department of Environment protection, P.O. Box 9629, Kampala

Telephone

Type government

Staff 10 (including 1 Environment Officer/Public Awareness and 1 SEO/Education Specialist)

Principal Target Group District officials, farmers & resource users, and schools.

Main Purpose To develop a wetlands policy through public participation, communicate wetlands policy; inform & educate people about importance of wetlands to Uganda.

Activities/Comments

Wetlands policy "has to be made by the people." Policy created in several steps. First, consultations were held with District Development Committees. Using a workshop format, district officials created drafts of a wetlands policy. Draft policy was then forwarded to the Cabinet for consideration. Wetlands

Programme receives technical support from IUCN and financial support from the Netherlands.

Once policy is set, the program goes back to the people to educate about the values and uses of wetlands. While information is sent to all districts, initial field work focused on 8 priority districts: Tororo, Pallisa, Igemga, Kampala, MPidi, Masaka, Busyeni, and Kabala.

District level wetlands program has three parts:

- 1) One day Wetlands Seminars for district officials in which local officials are tasked with drafting a wetland management plan. To date, 1 plan completed and includes a public awareness section;
- 2) Demonstration sites for farmers and resources users --sites identified by district officials -- for people to visit and learn about wetlands management techniques as part of a district strategy. To date, 1 demonstration site in Masaka, Kabale, and Pallisa each have been identified;
- 3) School-based program conducted with Wildlife Clubs of Uganda. Five schools identified around each demonstration site.

The Wetlands Programme also has a national radio program broadcast through Radio Uganda in 6 languages twice weekly.

Resources Staff of 8, access to technical resources, access to Wildlife Clubs of Uganda, and newsletter.

Needs Training in communication and extension techniques, especially for school-based groups; materials development skills for different audiences; and training in technical skills (e.g. photography, graphics, or technical writing.)

Lessons learned

There is a need to coordinate EE&C activities across different agencies and institutions; recognize that peer-teaching/training among framers and rural people is a very effective way to disseminate information and skills.

2. Department Forest Department, Ministry of Natural Resources

Contact Commissioner for Forestry

Address Forestry Headquarters, Spring Road, P.O. Box 7124, Kampala

Telephone 251-919/251-915

Type Government

Size 8 Staff at Nyabyeya Forestry College
 2 Staff in Publicity and Extension Office, 17 Extension
 Officers
 300 Forest Guards (education & outreach)

Target Groups The public, farmers, rural residents, and district
 officials

Main Purpose

To provide information on, and education about, the role of forests
 and trees in national development.

Activities/Comments

Forestry education is rapidly moving away from production and
 preservation forestry to ecosystem forestry: Foresters need to
 learn to work with people.

There are two basic forestry education programs: A degree program
 to train forestry officers and a certificate program for forest
 rangers. Forest Officers are responsible for planning forest
 resource policy. Forest Rangers work at the grassroots to
 implement policy. Both the certificate and diploma courses are
 being modified to include: community forestry, eco-forestry, agro-
 forestry, ecotourism and natural resource management. The forestry
 department has recommended that MU modify its forestry syllabus to
 include the newer courses.

In reaching people, Forest Rangers work with Forest Guards. The
 latter group are the "real grassroots" people. Forest Guards are
 locals who have been identified as having the ability to work with
 their peers. For example, Forest Guards are to "impart knowledge
 on local people" by teaching local residents to create and manage
 tree nurseries. There are 300 forest guards nationwide, and over
 700 forest reserves. Rangers work most often with schools. "in
 fact, most of the clients of the Rangers are schools and woman'
 groups." Enforcement is carried out by a separate group of forest
 guards-enforcement, numbering 160.

At present, the Forestry Dept. has submitted a joint proposal with
 VOCA to USAID. The proposed activity is designed to enhance
 forester extension and communication skills.

The network of forest guards, rangers, and officers is beginning to

implement some of the environment education and outreach activities of the Ministry of Natural Resources, in particular recommendations made by the Department of Environmental Protection.

In addition to Forest Officers, Rangers, and Guards, The Forestry Department has a Publicity and Extension Office to work with District officials and residents through extension officers in 17 districts. Their main task is to raise environmental awareness about soil erosion, wind erosion, or new species. The Publicity and Extension Office also works with educational broadcasting unit of the Ministry of Information.

Resources A forestry college and a cadre of forestry professionals.

Needs Additional training for forest college staff in ecosystem management; materials and textbooks on ecosystem management and community forestry.

Lessons Learned

In order to maintain the growing momentum for environmental education, it is necessary to have a set of national EE guidelines and an EE framework that will provide consistency of message and method across different programs and organizations. "Now people just pick the area of their interest and people can get confused. Environmental education is about the interrelationship of people with the total environment. People need to understand that."

In the opinion of the Forestry Department, in creating a national EE&C framework it is necessary to recognize that community mobilization does not work: "It is difficult to work with communities as a whole, better to work with individuals in established institutions like schools." For example, in the Masaka agroforestry project the Forest Department learned to identify individuals who would most likely adopt new techniques. When others observed their neighbors success, they began to adopt the forestry practices.

Organization Uganda National Parks

The Uganda National Parks has recently been separated from Government to become a parastatal governed by a Board of Trustees appointed by the President. Furthermore, UNP is undergoing rapid expansion as several forest reserves have been regazetted as national parks, creating a 10 park system. Parks are administered through a hierarchy of Wardens, Rangers, and Guides. Senior Wardens for each park has considerable over the types of activities park staff will carry-out. There are approximately 70 interpretive guides in 6 of the parks, and education wardens in 3 of the parks: Queen Elizabeth; Murchison Falls; and, Lake Mburo National Parks. There are two types of educational activities. One is interpretation for park visitors. The second is community and school-based education in buffer communities. For the most part, enforcement and education are separate functions involving separate staffs.

One further development in UNP programs is the creation of Park Management Advisory Committees (PMACs.) PMACs, representing park management and buffer zone communities, are being formed to advise parks and to allocate a portion of park revenues to be made available for local development.

1. Unit Uganda Institute of Ecology

Contact Director

Address Mweya, Queen Elizabeth National Park

Telephone

Staff

Target UNP personnel

Main purpose

To facilitate and sponsor research and conservation education to assist UNP in implementing sustainable natural resource management.

Activities

The Uganda Institute of Ecology was established at Queen Elizabeth National Park in 1961 as Nuffield Unit of Tropical Animal Ecology. It conducts training programs for UNP personnel and support conservation education programs to raise public's environmental awareness. The Institute also sponsors research through a collaborative affiliation with Makerere University.

Resources Laboratory space, vehicles, small library, and a 13 room hostel.

2. Unit Queen Elizabeth National Park

Contact Senior Warden

Address P.O. Box 22, Lake Katwe

Telephone

Type Parastatel

Staff 1 Sr. Warden & 1 Jr Warden -- Education & 35 Guides

Target Group Domestic and foreign tourists, residents of buffer zone communities.

Main Purpose

To conserve natural resources and biodiversity of Queen Elizabeth National Park; become relevant to economic and educational needs of the buffer zone populations; and, to reduce encroachment and poaching.

Activities/Comments

A major challenge of conservation and development work at the park is to generate revenues from the park that can be disbursed through local committees for local development projects (e.g. schools.)

A major outreach and education activity is the provision of learning opportunities for young people and students in local schools. Field trips to the park include "in-class" presentations by the Jr. Warden. Education techniques include lecture and workshops. Subject matter includes definition of concepts such as food chains, food webs, and geography. An educational component for secondary school students program to learn about wildlife and natural ecosystems has been developed to supplement the secondary school syllabus.

School visits are made during the 2nd term from June - August. They average 5 schools/month. Part of the activity is to encourage formation of wildlife clubs as a vehicle for reaching children (and by implication their parents.)

The park's education program goals include:

- 1) nurture an interest in wildlife and environment;
- 2) create and promote support for conservation;
- 3) "using extra-ordinary outdoor resources to illuminate

classroom concepts by giving a direct tangible experience with the living elements of nature."

4) Teach conservation activities that can be practiced at home (e.g. tree nurseries.)

5) To demonstrate human relations with natural world i.e. human role in the ecosystem.

Park also houses a Wildlife College which provides certificate courses in wildlife and park management for rangers and Senior 4 school leavers. It was started with FAO/FAO funding and is now administered by the Ministry of Tourism, Wildlife, and Antiquities. The two year certificate program includes classroom learning with field practice in surrounding schools.

From 1988 - 1993, the College sponsored a 3 week ranger training program, similar to the certificate course, though without the detail.

Other park education and outreach activities include workshops for District and police officials, and Village Wildlife Committees. As the park abuts three Districts, these workshops are an important means for coordinating policy, education, and enforcement activities within the region.

Village Wildlife Management Committees (VWMC) were formed in a pilot project to be a front line defense against poachers. Incentives were used to encourage local people to participate. For example, one incentive was to allow surrounding communities access to fuelwood resources within the park. Fuelwood set-asides are established. Each set-aside is monitored with assistance from users. When fuelwood off-take begins to deplete the base resource, the set-aside is closed and another is opened. The Park's outreach and education activities are complemented and supplemented by NGO and volunteer activities. Environmental Conservation and Community Development Organization (ECCDO) sponsors a small project for women to develop alternate sources of income.

Resources

The park has a small museum; the education program has some classroom materials; small education staff; Uganda Institute of Ecology facilities; and, camping site for school groups.

Needs Training and orientation in EE&C methods; and, EE&C guidelines and materials to bring consistency to programs in the region

Lessons Learned

There is a need and a desire on the part of surrounding villages to participate in park resource management projects. However, there is a need for local training and guidelines. Incentives for local people to participate in joint Park-Community projects are important.

Organization Ministry of Education & Sports

The Ministry of Education and Sports oversees several agencies and programs that have direct bearing on EE&C.

Currently the Ministry is overseeing the revision of the national syllabus. As part of educational reform, The Ministry has established a vetting board to review all materials used in classrooms. The Ministry has a coordinating unit for environmental education. At present, the coordinator has limited scope, although contact is made with the EE officer in the Department of Environment Protection: "In fact, he just has himself with no power."

The Ministry is overseeing a revision of the national syllabus. Concepts and materials from an earlier program, Basic Education for National Development (BEND,) will be incorporated into the revised syllabus. BEND was designed to produce "job makers rather than job seekers." To that end specific vocational skills were taught as part of the curriculum. For example, a simple brick-making technology not requiring firing was introduced to students. The technique reduced demand for fuelwood. By introducing the technique, instructors also could introduce concepts of deforestation and reforestation to students: Learning a new, potentially marketable, skill could be directly linked to a better understanding of environment.

Any numbers used to describe Uganda's educational system are estimates; Uganda is plagued with ghost teachers, students and schools. There are approximately 2 and a third million primary school students and 83,000 primary school teachers (P1 - P7;) and 350,000 Secondary school students and 17,000 secondary school teachers in Uganda. There is a very high drop-out rate from primary schools. While children drop-out from P1 to P7, the break point appears to be P4. Important life skills (e.g. basic health) need to be taught prior to P4.

Major education agencies are the Project Implementation Unit, Institute for Teacher Education, National Examination Board, National Curriculum Development Center, and the Inspectorate.

1. Unit Project Implementation Unit
Teacher Development Management System

Contact National TDMS Coordinator

Address Ministry of Education and Sports, Crested Towers, P.O.
Box 10505, Kampala

Telephone 241-658

Type government

Staff 4

Principal target group Policy makers, schools, teacher colleges, and teachers

Main purpose

To work with policy-makers in the design and implementation of education management system that keeps teachers up-dated and schools well-managed.

Activities/comments

This is a UDAID-funded, Academy for Educational Development implemented project to upgrade Uganda educational infrastructure. Once fully over hauled, the educational system is expected to create an educational system in which exam, teacher training (and re-training), curriculum design activities, and syllabus are consistent with one another, and reenforce one another.

For example, once operating the national educational system will be divided into educational catchment areas. Each area is synonymous with language and centered on a teacher training college. Schools within each catchment area are clustered around a central school that has become a coordination center. A Tutor is employed at each center. The Tutor will travel to schools in the cluster to provide some oversight for teacher and refresher courses for teacher.

Lessons learned

The major issue in Uganda is poverty and deteriorating environments. Successful education should be linked to practical experience. With respect to environmental education: "given pressure to survive, environmental education is key.... EE means life education." The challenge for education in Uganda is to meet the high expectations that Ugandans place in education.

2. Agency/unit The Institute of Teachers' Education at Kyambogo (ITEK)

Contact Principal/Registrar

Address P.O. Box 1, Kyambogo, Kampala

Telephone 285-001/3

Staff 130 (administrators and teacher trainers)

Principal target group Prospective teachers and current teachers

Main purpose

To serve as a center for training, research, curriculum development, and innovation in teacher education by providing competency based in-service training of teachers and teacher educators.

Activities/comments

ITEK began as a primary teachers college in Fort Portal, in 1953. It now is the apex institution for a national network of primary and secondary teacher training.

In 1964, ITEK was transformed into a national teachers college able to confer a diploma. In 1986, it became the Institute of Teachers Education. Currently, ITEK administers 4 programs:

- 1) Bachelors in education conferred by Makerere University;
- 2) Diploma in Special Education;
- 3) Diploma in Teachers Education (for teaching primary teachers;)
- 4) Diploma in Secondary Education with majors in art & design, business education, French, home economics, and technical education.

ITEK also provides a series of short-term in-service teaching courses.

ITEK coordinates curricula and examinations for 10 National Teachers Colleges to train secondary school teachers, and 64 Primary Teachers Colleges. Uganda National Examination Board oversees the theory section of teacher exams, while ITEK oversees practicums.

ITEK's operations are overseen by three separate entities: ITEK is responsible to the Ministry of Finance for its funding; responsible to the Permanent Secretary of the Ministry of Education and Sports for policy; and, responsible to the Faculty of Education at Makerere University for its academic program.

Plans are underway to draw the Uganda Institute of Management and the Kampala Polytechnique into the ITEK system.

Although there are no formal courses in EE&C content and methods,

there is very active interest in EE&C among both students and staff at ITEK. There is a Wildlife Club, whose Patron is the Head of Biology at ITEK. Club activities include tree planting and work on ITEK's farm.

A second EE&C group is The Kyambogo Environmental Management Association (KEEMA) involving staff and students. Although, KEEMA private, voluntary association, registered with the Dean of Students, KEEMA's activities embrace "all environmental activities at ITEK." KEEMA is two years old with 200 members. A major KEEMA activity is to write an EE curriculum.

ITEK's Students' Guild has created a "ministry for environment" to coordinate all student environmental activities.

Resources Print shop and bindery; *Uganda Science Educational Bulletin* -- a science education journal produced with assistance from the British Council; national network of 500 teachers and 15,000 students; active EE clubs.

Needs EE&C enrichment materials and activities to maximize use of existing syllabus and classroom materials; workshops for teachers on EE&C; and access to EE&C activities in Uganda.

Lessons learned Classroom learning must be relevant to both teachers' and students' experience. EE&C can meet this need by providing examples and issues from national and community (e.g. deforestation, poverty, or health.)

3. Unit National Curriculum Development Centre

Contact Director

Address P.O. Box 70021, Kampala

Telephone 285-544/285-885

Type government

Staff Department heads, Senior specialists, and subject specialists -- science, math, social science, and languages (not all positions are filled)

Target group Classroom teachers

Main purpose Development of school curriculum and support materials; educational research, monitoring, and evaluation.

Activities/comments

NCDC activity is overseen by a Governing Council appointed by the Permanent Secretary. The Council has several committees including an Academic Steering Committee that is responsible for the actions and standards of the professional staff.

NCDC oversees design and writing of syllabus & curriculum for primary and secondary schools. Materials produced by NCDC will be reviewed by a vetting board recently established by the Ministry of Education & Sports.

Following educational reform policy, NCDC has begun to rewrite the syllabus. In science, the subject area has been re-named "Basic Science & Environmental Education." A science panel chaired by the Senior Inspector - Science is writing a new syllabus. The draft syllabus is expected to be completed in September. At that point, it will be tested in selected schools. Review of test results and final drafting is expected to begin in January/February, 1995.

The Project Implementation Unit of the MOES funds the syllabus/curriculum writing activity.

Specialist staff of NCDC serve as advisors to other educational activities. For example, the Senior Specialist/Science has been involved with IUCN's educational program at Mt. Elgon.

Resources National network of teachers

Needs Funding; training in EE&C materials and methods; EE&C guidelines; materials.

Lessons learned

EE&C require a new way of thinking. Teachers need to learn how to approach their subjects in an interdisciplinary way: "They need help in learning how to think across the curriculum." Teachers need to learn to use resources at hand, no matter how modest. EE&C can play a very powerful role in making classroom learning relevant in students (and their parents) daily lives. EE&C can be an important life skill.

4. Unit School Health and Education Project (SHEP)

Contact SHEP Coordinator

Address

Telephone

Size

Target group Primary and secondary school teachers and students; and, student teachers.

Main purpose

To integrate health education into the science curriculum; to teach health as a life skill.

Activities/comments

SHEP is supported by UNICEF and the Government of Uganda. Phase 1 support from UNICEF is due to expire in 1995, with the expectation that SHEP has been institutionalized within the Ministry of Education & Sports.

SHEP has created educational materials for schools as well as teacher training modules. Materials include students' books, teachers' guides, and syllabus for primary and secondary education. Several units in the materials relate to environmental education -- environment, changing environments, crop and animal husbandry, air, water, and weather, and energy. These units can form the basis for any school-based EE&C enrichment activities.

In 1993, SHEP trained 173 tutors at TTCs, an additional 128 teachers are expected to be trained in 1994.

Since 1990, HIV/AIDS education has figure prominently in SHEPs programming. Activities include drama competitions and the design of a training module for use by playwrights and producers of AIDS drama in the school.

Lessons learned

Creating educational materials requires time, resources, and effort. This is especially true for any projects which are to be "institutionalized" with a government ministry or department. Teacher support materials and guides may be more important than student materials.

Organization Ministry of Information
Environment Unit, Educational Broadcasting

Contact Head, Environment Unit

Address P.O. Box 4260, or P.O. Box 7142, Kampala

Telephone 254-483

Staff 2 producers -- Uganda TV and 2 producers -- Radio Uganda

Target group children, youth, and policy makers

Main purpose

To inform and educate people about environment and environmental issues in Uganda and worldwide.

Activities/comments

Educational broadcasting has two environmental programs: *Farming World* and *Our Environment*. *Farming World* focuses on farm management and agricultural production issues. Our Environment concentrates on environmental and conservation issues such as soil, water, wetlands, waste, and sanitation. Wetlands programs are produced in cooperation with the Wetlands Programme of the Department of Environment.

Program ideas originate either with the producers or with suggestions from external interests. Producers write a proposal, seek sponsorship, and write program scripts. For "Our Environment" programs are broadcast in English, the 4-Rs, Luo, and Lusoga, among other indigenous languages. Producers seek sponsorship from NGOs and businesses.

A major challenge in creating programs for "Our Environment" is to "enliven the programs, because some environmental programs can be dull." Producers use drama as a way to spark audience interest. Producers also would like to sponsor environmental drama programs among school groups.

Needs Tapes (due to a shortage of tapes, producers must erase taped programs to make way for new programs;) logistical support (e.g. transportation to produce on-site programs;) and sponsorship.

Resources Production staff (including translators;) broadcast facilities; and, contacts throughout government.

Lessons learned To increase effectiveness of program, it is necessary to reenforce the information through other means -- seminars with local leaders, special school programs, drama presentations, and information for district officials.

Organization Makerere University Institute of Environment and Natural Resources

Contact Director

Address P.O. Box 7062, Makerere University, Kampala. Telephone 530-135/233-738

Type Education. Size 10 faculty and 10 Research assistants

Principal target group University students, government agencies, educational institutions and agencies.

Main purpose To be a national center for research and information on all-aspects of the environment and natural resources in Uganda: initiating, coordinating and commissioning research; collecting and collating relevant data; forming national reference collections of rocks, plants, and animals; training of Ugandan students; making available results of studies.

Activities/Comments

Responding to the growing recognition of Uganda's environmental problems, Makerere University founded the Institute of Environmental and National Resources in 1987, in association with the Faculty of Science. MUIENR is an interdisciplinary institute dedicated to meeting challenges of environmental protection, sustainability, and natural resource management. Support is received from donors (USAID, DANIDA, World Bank) and private foundations (Rockefeller.)

MUIENR initiated a small project in environmental education in 1990, in response to the lack of environmental education resources and materials for teachers. The project began with a workshop to create pilot materials. Workshop participants included faculty from MU School of Education and staff from the National Curriculum Development Center. The materials were tested at Teacher Training Colleges. A follow-up workshop was held to review test results. A second round of tests will be held in schools. Eventually, the resource materials will be submitted to the Ministry of Education & Sports' Vetting Committee. MUIENR intends to establish a formal Environmental Education Unit once funding is secured.

Resources Trained academic and research staff, access to government agencies, university faculty, donors, and research foundations.

Lessons learned Science research findings cannot be effectively employed in environmental education without companion communication

and pedagogy skills.

Needs Reliable funding, education, outreach, communication skills.

CHURCHES

Church and religious life are important aspects of life in Uganda. There is an active evangelical and charismatic movement involving ten's of thousands of people. Church run schools, hospitals, and development projects are features of community-life in many parts of the country. As other organizations begin to recognize the importance of environment and environmental issues in development, churches also are incorporating concepts of conservation and ecosystem into their programs. As with most conservation and EE activity in Uganda, churches sponsor tree-planting and school tree nurseries.

The two major organized churches are the Anglican and the Roman Catholic Churches. Sects include Baptist conventions, and pentecostal and charismatic groups.

Organization Church of Uganda

Contact Provincial Programme Manager, Church Human Services

Address P.O. Box 14123, Kampala

Telephone 250-922

Type Church

Staff 7 trainers (including 1 supervisor & 5 field staff)

Target Group Clergy, church school teachers, parishioners, and lay leaders.

Main Purpose

To inform and educate people about HIV infection and prevention, working through a network of several hundred churches and church schools. "If the Priest has the right information he can reach thousands of people. My challenge is to educate the clergy to set an appropriate example."

Activities/Comments

Environmental education is an interest because the Church Human Services Programme finds that AIDS cannot be taught in isolation. To be effective, AIDS education must include other health issues such as Malaria and Typhoid. This, in turn, requires education in environmental health focusing on clean water, urban water run-off, and better nutrition through kitchen garden. " With proper training and materials, the priest can address environmental and health,

including AIDS, across the board."

The Church of Uganda in the Province of Uganda has 25 dioceses. Currently, the program works with 20 trainee-volunteers in each of 5 dioceses, trained by the program staff. In turn, each of the volunteers trains program leaders in each parish. If the program expands to all 25 dioceses, there will be 500 program leader trainers through out the country.

A second feature of the program is a series of diocese conferences for church and lay leaders.

Needs Materials; training in "hands-on" education methods; and EE&C materials and techniques that complement health & AIDS education materials.

Lessons learned

In targeting environmental education towards women, the programme recommends using a concept of "environmental ownership," because, in general, woman do not have tenure or ownership rights. Without tangible rights and socially accepted access to resources, changes in behavior are problematic. Concepts of environmental ownership extended through EE would increase the probability that EE will have an impact.

Organization World Vision Uganda

Contact Manager/Youth & Education Program

Address P.O. Box 5319, Kampala. Telephone 245-758

Type Christian-humanitarian

Staff 1 education manager working across-the-board with other project staff.

Target group Communities

Main purpose To teach youth critical thinking skills and provide them with opportunities to apply those skills

Activities/comments

WV Uganda is an "Africanized" organization that sponsors 70+ community-based projects. Projects are initiated after a process through which potential communities are assessed as to their understanding of issues and attempts to solve problems. Projects are "total community-projects that involve churches and other community groups."

Environmental/conservation education projects include essay competitions and school based tree-planting projects. Tree-planting includes fruit-tree planting and indigenous tree-planting. World Vision has initiated school-based Vision Clubs within the past year. School-teachers become Club Patrons. The Clubs are designed to provide a wide-range of activities for children, from personal health, to community service, to drama, and to environmental activities. The Clubs are in their formative stage. WV is monitoring their establishment.

WV also has a network of community facilitators who monitor local teachers' needs. Although the facilitators are not teacher trainers, they attempt to direct teachers to resources.

World Vision staff have their own drama group "Showers of Blessing." The group is a channel through which management problems and solutions are communicated within World Vision.

Resources 70+ community network; local staff, newsletter,

Needs Educational materials; workshops/training in environmental issues & EE methods; and logistic support.

Lessons learned Drama is a major community mobilization and

education technique. A major issue in Vision Club formation is the ability of each Club to articulate a realistic Vision.

BUSINESS AND CIVIC GROUPS

Uganda has an active private sector that is gaining in vitality since the assumption of power by the NRM government. Furthermore, there are networks of what in the U.S. are called civic groups. The Rotary and Lions Clubs, with their international connections are active in most major cities in Uganda.

However, about 80% of business and commercial activity is limited within an arc of 100 kilometers from Kampala.

Other potential support groups for EE&C, though not profiled, include: Uganda Manufacturers Association; Lions Clubs; Coca Cola; and Pepsi

Organization Rotary Club of Kampala East

Contact President

Address P.O. Box 5585, Kampala

Telephone 242-483

Type Civic

Staff Volunteer organization

Target residents in Kampala East

Main purpose To promote service

Activities/comments

There are about 70 active Rotary Clubs in Uganda, affiliated with Rotary International through the East African Rotary District.

One activity of Rotary Club Kampala East is the sponsorship of essay competitions and tree-plantings. As part of a program to raise environmental awareness, the club mobilized the Luzira community to plant 1 ha of eucalyptus and 1 ha fruit trees to benefit the community. Building on this theme, the club sponsored a creative writing contest on "environment." Local businesses donated items for prizes and a panel of teachers reviewed the essays.

Resources Network of business leaders, professionals, and church leaders; access to international network.

Lessons learned

Local businesses enjoy being involved in community "betterment" projects.

Organization Sheraton - Kampala

Contact General Manager

Address Ternan Ave., P.O. Box 7041, Kampala

Telephone 244-590

Type International corporation

Staff 5 involved in EE&C activities through Sheraton's Environment Committee.

Target group General public (mostly Kampala,) guests, and tourists

Main purpose To demonstrate responsible citizenship and highlight the importance of environmental and natural resources to Uganda's development.

Activities/comments

Three years ago, the Division Office (Brussels) sent out a directive to management to create environmental awareness projects. This was done with advice from the World Society for the Protection of Animals. As a result, Sheraton-Kampala initiated "Going Green." Through this program money is set aside for the Wetlands Aviary in the Wildlife Education Centre/Entebbe. Sheraton has also helped fund the building of an education center at Mgahinga National Park.

Sheraton also support the Wildlife Clubs of Uganda by providing them with space to sell handicrafts, and function rooms for fundraisers. Also, in Kampala, Sheraton sponsors an Environment Week event to include essay, posters, and painting contests.

The Environmental Education Committee that plans Environment Week activities.

Resources Relatively well-paid and motivated staff; access to printing facilitates; function rooms.

Needs Introductory sessions on EE&C issues for staff

Lessons learned

World Environment Day activities and support for the Wildlife Clubs are good ways to reenforce the company's importance to the community; good for staff's morale; and, environment is an important issues and staff and guests want to contribute to projects.

COMMUNICATION AND MEDIA

Radio, print, and drama are major media in Ugandan. Drama includes drum companies, community theater groups, and informal presentations staged by different organizations such as Wildlife Clubs. Drama and music presentations, along with radio are important media for mass campaigns in a country with an estimated 50% literacy rate.

Newspaper summary

Most newspapers are published and read in Kampala and the surrounding area. Readership is estimated by a factor of 4.

| Newspaper | Language | Frequency | Circulation |
|------------------|-----------------|------------------|--------------------|
| The New Vision | English | Daily | 30,000 |
| The Monitor | English | Weekly | 18,000 |
| Orumuri | 4Rs | Weekly | 10,000 |
| Etop | Luo | Weekly | 7,000 |
| Weekly Topic | English | Weekly | 7,000 |
| Ngabo | Luganda | Daily | 4,000 |
| Star | English | Daily | 3,000 |
| Munno | Luganda | Daily | 3,000 |
| Financial Times | English | Weekly | 3,000 |

(source: MCI, 1994)

Radio

Radio Uganda is a government agency of the Ministry of Information. It broadcasts an estimated 17 hours a day in 22 languages. In early 1994, two private FM stations began operations. They are Capitol Radio and Radio Sanyuo. There are an estimated 1 million radios in Uganda proving a listenership estimated to be 6,000,000.

Television

Although there is a small number of television sets in Uganda, it is a medium through which to reach expatriate Ugandan elites. The recent introduction of CTV (Cablesat International) may stimulated higher viewership figures. In early, 1994 there were an estimated 22,000 TVs in Kampala and 8,000 in the rest of Uganda. Viewership is estimated to be 180,000.

Drama

Drama and theater are important elements in Ugandan culture. Drama and theater provide information, commentary, and, at times, political critique. Present day drama and theater evolved out of a form of political communication. When chiefs and kings held sway, drama was a means to placate annoyed sovereigns, or a means for registering commoners complaints and observations of their leaders' refrains. In some courts, the sovereign kept a court dramatist. In contemporary times, drama and theater have maintained their important place in Ugandan life; "Even during the time of terror, drama offered relief, hope, and paths to the future." Drama still plays the role of informing leaders of what people are thinking. A recent play about the President compared him to previous dictator with the hope that he would not follow an autocratic route. Still another play on human rights was recommended by the Minister of Justice.

The educational or instructional role of drama is underlined by the people's expectation to learn something. "Entertainment is ok, but people still want to know something different or meet a new idea in the plays they see." Drama is used in Uganda's fight against AIDS. The Ministry of Health and the Ministry of Education have worked through the School Health and Education Project to teach dramatists about AIDS and HIV infection. In turn, drama groups write and stage plays. Environmental and conservation issues are beginning to work their way into Uganda's theater world.

There are 200 drama companies registered with the Uganda Theater Groups Assoc. Of that number, from 5 - 6 drama groups, and 10 music groups are working full-time.

Organization Media Consultants Ltd.

Contact Managing Director

Address P.O. Box 213, Kampala

Telephone 231-212

Staff 12 (including photographers graphic designers, and graphic artist.)

Principal Target Group Depends on clients needs

Main purpose Full-service public relations, advertising, and marketing services

Activities/comments

MCI began operations in 1980. From 1980-87, MCI was primarily a

public relations firm because the rate of commercial activity was very slow. As the economy began to improve from 1988, MCI became more involved in advertising. Today, 40% of their activity is PR, while the remaining 60% is advertising. A recent, and major client is Coca Cola.

MCI has experience in mass information campaigns and some social marketing. In 1988, they mounted an oral rehydration campaign for UNICEF. More recently, MCI has implemented a 3 year family planning campaign for Johns Hopkins University. Each of their campaigns has been multifaceted involving radio messages, hand-outs, posters, and calendars.

All materials are tested prior to their use. Materials are designed with users.

Resources MCI is affiliated with McCann-Erickson; contacts with printing/publication industry in Kenya; professional design and copy team;

Lessons learned

Good messages need to be contextually specific -- If an ad is in Luganda, any accompanying score must sound like Buganda music; messages alone cannot change people's behavior.

Organization Macmillan (U) Ltd.

Contact Managing Director

Address Colline House, P.O. Box 2762, Kampala

Telephone 236-111

Type Business

Staff Sales & marketing representatives, editors, and free lance writers.

Main purpose

A for-profit book publisher specializing in educational publishing and marketing in Uganda.

Activities/comments

In 1993, Macmillan made \$7,000,000 in sales in Uganda. Major clients included the Ministry of Education & Sports and schools. Macmillan maintains a stable of writers in Uganda who produce primary and secondary level books for learners. Topic areas include literature, mathematic, social studies, activity readers, and agriculture.

The procurement systems for school-based will change later in 1993. Authors will submit their manuscripts to Vetting Committee in the Ministry of Education & Sports. The Committee will identify those books which are appropriate for use in schools. Once a manuscript is approved it will be printed and included on a list of approved books and readers.

Macmillan prints its books outside of Uganda because of lack of capacity in country.

Resources Network of authors; editorial capacity.

Organization Bakayimbira Dramactors

Contact Executive Chairman/Artistic Director

Address P.O. Box 1075, Kampala

Telephone 244-146

Type private

Size 30 Administrators/actors/musicians (15 full-time paid)

Target group The Ugandan public

Main Purpose

To provide drama and music on historical and contemporary issues of interest and importance to Ugandans.

Activities/comments

The motto of Bakayimbira Dramactors, founded in 1982, is "Knowledge is Treasure." In the past 12 years, they have evolved into a self-sustaining drama company with 15 full-time actors and administrators. They control Pride Theater near the main taxi and bus parks in Kampala. Bakayimbira have written and produced plays throughout Uganda --- having given "command performances" for the President and several Cabinet Ministers. They also have written and produced plays about HIV/AIDS, with technical assistance from Ministries of Health and Education.

Bakayimbira Dramactors also has founded Pride Academy offering a specially mixed A level program with a concentration in theater and drama. The Academy has 300 students and a 20 member teaching staff. The curriculum is based on the Ministry of Education's syllabus. The Academy also runs a Day Care and Kindergarten.

Resources Classroom facilities; theater and rehearsal space; motivated staff.

Needs Training in EE methods and issues; transportation; and educational materials.

Lessons learned

While actors and playwrights want to address important issues, they do need help in learning about issues, for example, their impact on the public's understanding of HIV/AIDS was greatly enhanced because of the training drama groups received from the Ministry of Health.

If drama is to be used to raise people's awareness of environmental issues, playwrights and producers will need some training and information about environment.

INTERNATIONAL ORGANIZATIONS

International organizations include governmental, multi-lateral and INGOs. There are several score of international organizations implementing programs in Uganda. They include NGOs, and multilateral and bilateral donors.

USAID programs in Uganda started anew in 1979 after a hiatus in the 1970s. Initial activities emphasized relief and humanitarian assistance. After NRM assumed power in 1986, USAID began agricultural development, natural resource management and conservation, and education programs. Approximately 60% of USAID's resources are invested through private sector institutions such as PVOs/NGOs.

In education, USAID is focusing its attention on assistance Government in teacher training and school management activities. In 1991, USAID began playing an important role in addressing issues of biodiversity. The principal vehicle for this support is the Uganda Action Program for the Environment (APE.) Through APE's policy component USAID/Uganda has worked closely with the Government of Uganda to create the National Environmental Action Plan (NEAP) leading to the National Environment Management Policy (NEMP.) At present, the establishment of the National Environment Management Authority (NEMA) is pending. The Rehabilitation and Resource Conservation Component of APE has provided grants, through the grants management unit, to PVOs/NGOs working in protected areas.

Organization Kibale Forest Project - Wildlife Conservation Society

Contact Project Manager

Address P.O. 409, Fort Portal

Type International NGO

Size Staff for education and outreach 5

Target Groups Indigenous buffer zone population, teachers, and children

Main Purpose To conserve park resources by making Kibale National Park relevant to economic and educational needs of the buffer zone population

Activities/Comments

Wildlife Conservation Society is a program of the New York

Zoological Society. The Kibale Forest Project began in 1971 as a research program. In 1987 a conservation education program began as an outreach program of Makerere University. The program is now funded through a Cooperative Agreement with USAID. The project has four goals:

- 1) Eco-tourism to increase revenue generating capacity of tourism for local communities through forest guide training, restaurants, and swamp walks.
- 2) Outreach which began as a school-based tree planting activity. The activity now sponsors a Open House each saturday for 70-80 local children. The Open House provides all day conservation education activities managed by two teachers and coordinated by a headmistress. The outreach activity is being integrated with IUCN's Kibale and Semliki Conservation and Development Activity. The outreach activity will be subsumed within IUCN's project.
- 3) Forest/Park Management to develop UNP capacity to better managed park resources. This includes development planning, community development, boundary planning, and resource use by surrounding communities.
- 4) Makerere University Biology Field Station based within Kibale Forest Park sponsors research on forest ecology and management, buffer zone development through linkages with University of Florida, Harvard University, and other research institutions.

The project manager expects research to become the principal focus of Kibale as the WCS project continues to evolve. Research will be coupled to teaching at Kibale to provide information and education techniques for the emerging extension and community-based education activities in communities adjacent to National Parks. The WCS center can provide an in-service training center in environmental education for teachers -- "by working with teachers in the forest we can identify what methods for conservation education work here." The project is anxious to work with teachers to utilize the knowledge and understanding of forests emerging from MUBFS -- "We are desperate to work with teachers -- we can provide them with a site and access to information that they can in turn incorporate into classroom activities."

WCS also participates in off-site community support activities to demonstrate the importance of Kibale Forest to surrounding communities. For example, they support a community-initiated school building project.

Other environmental education related activities that might be incorporated within the project includes mentoring. By using both the in-service training and research station, Ugandans can be drawn into research and education and retained within the system. For example, the research station could host a Fulbright scholar who is paired with a Uganda researcher. They could study crop-raiding by wildlife. Their findings can be shared with those living in the Park's buffer zone. Similarly, US and European teachers could come to the training center to gain information on tropical forest and conservation for use in their classrooms. They could be paired with Ugandan teachers from schools within the buffer zones.

Resources

There is a well equipped classroom used for the Open House, in addition to a library, computers, and reading rooms. In addition, dormitory facilities that can be used to board teachers are nearly complete.

Lessons Learned

In order to effectively use EE&C and research resources, mechanisms that enhance cooperation between EE&C practitioners, decrease duplication of projects, and enhance administrative capability of local groups should be encouraged. Sound conservation and development activities require close cooperation between NGO and Park authority.

Organization Rwenzori Mountains Conservation and Development Project - World Wide Fund for Nature

Contact Chief Technical Officer

Address P.O. Box 691, Fort Portal or P.O. Box 10950 Kampala

Telephone 2063 (Fort Portal) 233-738 (Kampala)

Type International NGO

Size 6 staff

Target Group Indigenous buffer zone population, teachers, children, and local decision makers.

Main Purpose

To conserve park resources by making Rwenzori Mountains National Park relevant to economic and educational needs of the buffer zone population.

Activities/Comments

The area comprising Rwenzori Mountains National Park was designated a Forest Reserve in 1941. In August, 1991, the reserve was regazzeted as a National Park. It comprises the 80% of the Rwenzori Mountains above 2100 meters laying within Uganda. The WWF project works with Park Management and surrounding community to devise a scientifically-based conservation strategy for the park, emphasizing local participation. A pilot phase is ending in 1994, with an expected three year large-scale project to include the 39 parishes surround the park. Project objectives are:

- 1) To assist in the development of policies and regulations, including a Park Management Plan, involving participation of key stakeholders;
- 2) To reduce surrounding communities' pressure on the park by identifying and promoting alterative natural resource management activities;
- 3) To increase levels of conservation awareness and to improve attitudes of area residents to enable them to make informed decisions on sustainable natural resource management;
- 4) To strengthen institutional capacity including decision-making abilities for resource management and development activities.

The pilot phase included a needs assessment and the designation of 10 parish extension officers. The extension agents are residents of the pilot communities, elected by village members, and usually teachers. They work directly with residents to show them new land use techniques, agroforestry and tree planting, and the importance of improved stoves. The extension agents "teach by example." As they adopt new behaviors and appear to benefit others in the community are encourage to experiment. The pilot phase allow WWF to create a liaison mechanism between people in the buffer zone and the Park. Through these relationships community needs and the Park's needs can be communicated to either party.

The needs assessment conducted during the pilot phase identified 19 activities involving park resources. The six activities exerting the greatest pressure on the Park are: Cultivation; hunting/trapping; pitsawing; grazing/herding; and, fuelwood.

A major task of the project is to dispel the myth that the National Park imply the protection of dangerous animals to the detriment of local people. The equation of National Parks and dangerous animals is rooted in the historic precedent of Game Parks in which "dangerous" animals were protected.

A major activity of the next phase is to create a revenue sharing mechanism with communities surrounding the park. Such a mechanism will divert revenues from the National Park for the direct benefit of buffer zone communities. In addition to revenues benefits can include more adaptive agricultural and forest harvesting techniques to reduce pressure on the parks. Representatives from the surrounding parishes were formed into Park Government Management Committee. Given the size of the project area the committee was divided into three sub-committees. Each committee is to make recommendations to Park management on revenue and resource issues.

The project identifies two mechanisms to reach people within the buffer zone. They are:

PMACs consisting of local officials such as the DA/CGR, extension officers, sub-county officials and building on the RCs. PMECs focus on issues of revenue sharing, regulation of park activities, and authority program activities;

Parish level workshops reach the local public at-large. Workshops are designed to articulate local needs and to set priorities for park derived resources. Workshops also are forums to explain to local people about the park conservation, etc. Workshops are conducted by Park staff

and parish extension agents.

(Parish extension agent cadre will be not be expanded in the proposed second phase until local revenues are generated and extensionists can be hired.)

Resources

Trained staff and a core group of parish-based extension workers.

Lessons Learned

In WWF experience successful projects have the following features:

- 1) Staff/Community educators know the local language;
- 2) EE is tied to income generating activities as a way to demonstrate effectiveness of EE;
- 3) Cooperation between different groups as a way to share risk and resources

In addition, successful EE activities are able to create a unified approach with a standard language among different groups: The target population receives messages.

To increase the effectiveness in EE, staff need to receive training in EE methods and techniques.

To reenforce non-formal EE activities carried out by NGOs, school teachers need training in new participatory and hands-on education,

Organization IUCN - The World Conservation Union

Contact Head of Country Office

Address P.O. Box 10950, Kampala

Telephone 233-738

Type International NGO

Staff 4 headquarters and varies by project

Target Groups Indigenous buffer zone population, teachers, children, and local decision makers.

Main Purpose To conserve natural resources and biodiversity by making national parks and wetlands preservation relevant to economic and educational needs of the buffer zone populations.

There are three IUCN activities that have EE&C components. They are:

- 1) Kibale & Semliki Conservation & Development Project;
- 2) Mount Elgon Conservation & Development Project; and,
- 3) National Wetlands Conservation & Development Program.

- 1) Kibale & Semliki Conservation & Development Project

Staff 1 Forest Conservation Education Coordinator, 2 EE promoters, and an Environmental Officer seconded from the Department of Environmental Protection.

Activities/Comments

This project is working with 35 Wildlife Clubs and has been in operation since early 1993. Each Club is encouraged to have at least 20 members. The program emphasizes behavior change through its materials and activities. The project will work with UNP education officer. Future activities taking the leading role in the Kibale Open House.

They have conducted a survey that shows student involvement with Wildlife Clubs or Kibale Open House score higher on an environmental awareness test than other students.

Informal EE activities are heavily based on drama and music activities. Other activities include poster design and seminars for local leaders. They cooperate with other local groups (e.g. JESE on specific activities.)

Activities are designed to deal with specific environmental issues. These include:

- 1) Dispelling myth that bushburning is good because it brings the rain;
- 2) Crop raiding by elephants;
- 3) Relationship between clean water and health.
- 4) Soil conservation.

Resources Classroom materials and classroom facility.

2) Mount Elgon Conservation and Development Project

Staff 3 person staff that includes an administrator/facilitator.

The Mount Elgon project is similar in design to the Kibale & Semliki project. EE is used as a technique to "capture people's imagination" about how they benefit from conservation. The intention of the projects is not to undertake formal teaching, but to use existing resources to provide a general understanding of what and how the environment yields resources. And, how human behavior influences environments ability to meet human needs.

The only difference between the two projects is the Exploration Center recently created at Mount Elgon. The Center enables schools in communities surround the National Park to visit the Park. The education program is designed form P4-P6 children. A syllabus was designed in consultation with area school headmasters and district education officer. It was "tested" in a teachers workshop. The Center can accommodate 40 children over a five day time period. The Mt. Elgon education program maintains an advisory committee that includes teachers as well as representative from NCDC.

Resources An education center; dormitory facilities; classroom materials; and, advisory committee.

3) National Wetlands Conservation and Development Programme

This program is described under the Dept. of Environmental Protection, Ministry of Natural Resources.

Needs

Current deficiencies in EE&C programs:

- 1) Lack of training in EE at teachers colleges;
- 2) Training in Wildlife issues
- 3) Need to expand EE into secondary schools;
- 4) Resources for field trips.

Lessons Learned

IUCN sees a bright future for EE&C in Uganda, but there is a need for coordination of the different players to prevent duplication of effort and contradictory materials which will confuse people. Furthermore, the different players in EE&C need to know about successes in EE&C, and the latest developments in the field. This includes the diffusion of advances in EE and knowledge about issues throughout the formal education system and the different extension systems: "We need some sort of arrangement through which we can work in both formal and non-formal education." Specifically, there is a need for a mechanism to infuse lessons learned from the UNP projects throughout the entire Ugandan educational system.

Success is dependent on time-frame within which EE&C is understood. "This is not an easy job --- it is difficult to evaluate the results of EE&C activities in the short-term. It is very important to take a long range view."

In order to get a fair response from people targeted by EE&C it is important that inducements be built into programs. "Awareness alone doesn't work, in the long-run people will lose interest if there is no materials improvement. This means activity [EE&C] must make contributions to what people already do --- not a donation, but support for on-going efforts that people have to improve themselves."

Organization Lake Mburo National Park
 Lake Mburo Community Conservation Project -
 African Wildlife Foundation

Contact Box 3530. Kampala

Telephone 244 510

Type Parastatel

Staff 1 Project staff; 3 park staff

Target group Residents of buffer zone communities, and settlers within park boundaries.

Main purpose

To conserve natural resources and biodiversity of Lake Mburo National Park by making the park relevant to the economic and educational needs of local people; to reduce encroachment and poaching.

Activities/Comments

The AWF project activity is unique among NGO-UNP projects in that it is fully integrated within the park structure and programs. The Technical Advisor works with park employees who in turn conduct all the education activities and liaison with the surrounding community.

There are two major education activities. On-site education and interpretation activities and community outreach. On-site education is targeted towards school children and tourists. There is an interpretive center with displays created with technical assistance from AWF. The Center is used as a focal point for school groups. Some school groups have overnight visits and use the Park camping site. (The largest group to use the facility was 274 primary students.)

Community Outreach activities are designed to provide direct benefit to surrounding communities from Park activities. One extension warden travels daily to communities. There is a Park Resource Management Committee (PRMC) tasked with discussing issues of park management and resource use, as well as allocation of anticipated revenues from the park to communities. In addition to PRMC, the park has initiated SCIP (Support to Community Initiated Projects) through which projects are support. SCIP is a mechanism through contributions of funds, labor, or supplies can be made by the park and individual personnel to a locally-initiated activity. Currently SCIP is assisting a community in the building of a

school.

Resources

An interpretive center and camping facility

Needs

Training for staff in community outreach methods; access to EE&C materials; enrichment materials that can reenforce classroom learning.

Lessons Learned

Successful outreach and education programs to reduce pressures on park resources must clearly demonstrate the utility of park programs to local people; direct benefits to local incomes and infrastructure. "If people do not make the connection between improved income and the park, than any park program is irrelevant."

The timeframe for successful projects must be long-term. An initial commitment of 5 - 6 years seems appropriate to determine whether or not activity will be successful in the long-run.

Organization Development Through Conservation (DTC)
 CARE International in Uganda
 Impenetrable (Bwindi) National Park
 Mghinga Gorilla National Park

Contact Country Director

Address P.O. Box 7280, Kampala

Telephone 258-568

Type INGO

Staff 3 field coordinator, 50-60 extension workers, 1 PVC

Target Group Buffer zone farm communities, district officials, park and forest administrators.

Main purpose

To design and communicate conservation and development practices that meet the basic needs of local people, while protecting and sustainably managing forests and natural resources.

Activities/comments

DTC began as a WWF project with CARE undertaking EE&C activities in communities outside the park's boundaries.

As the program evolved, activities intensified --- farmers had to receive direct and tangible benefits from any activity including education and awareness. As a result, the project began to develop multiple use activities for local people. For example, farmers were allowed to go into the reserves to extract medicinal plants. However, their harvesting was supervised to protect the resource base. In other activities, bamboo (a highly desirable plant growing in the reserves) was outplanted. Outplantings were complemented with agroforestry techniques. Other activities included allowing farmers to harvest vines which are used to transport sick and injured out of the forest to the nearest roads and clinics. A natural spring which had been used by local people before the reserve was created, was tapped and piped outside the reserve to provide water for area people.

The program also works with Park Management Advisory Committees (PMACS). Each PMAC membership includes park management and local representation. As the parks generate revenues, PMACS will have authority to allocate a portion of those revenues to meet local needs.

Conservation Education is a major focus of DTC with several different program activities:

- o Conservation Education Drama roadshows to communicate the existence of the parks and the importance of conservation. Drama shows include slide presentations;
- o Workshops for community leaders;
- o World Environment Day;
- o Conservation education seminars in response to requests from communities for information;
- o School programs including projects for Wildlife Clubs and teacher workshops;
- o Newsletter production in English, Kifumbira, Runyankore/Rukiga.

Resources Staff; well organized central office; local production capability.

Needs Message formulation training for drama groups; training in communication skills; transportation for drama groups; professional advice in design and review of EE&C materials and activities.

Lessons learned For the messages of EE&C to be effective, it is important to address land fragmentation and population increases (making effective district/regional soil conservation programs difficult;) effective EE&C projects need to be multidimensional (e.g. schools, Wildlife Clubs, newsletters, and drama groups as mediums for the EE message.)

Organization Africa 2000

Contact Country Coordinator

Address P.O. Box 7184, Kampala

Telephone 232-381

Type multi-lateral

Staff 1 Coordinator, 1 office support, & grant review committee

Principal target group Ugandan NGOs and farmer community groups

Main Purpose

To promote development by providing support that enable local NGOs to adopt conservation practices for soil, water, and energy conservation.

Activities/comments

Africa 2000 provides managerial and technical training support for NGOs and farming communities. Support is either provided directly to communities or through local, intermediary NGOs. \$250,000/year is made available to 15 groups -- 12 communities receive grants directly. Most grants are given for multi-year projects. However, prior to receiving grants, grantees receive training in participatory rural appraisal techniques, management skill, and extension skills. Proposed projects are reviewed by a Grant Review Committee. The committee is composed of representatives from UNDP, NGOs, and government. Technical assistance is provided by Makerere University.

The largest proportion of grant money goes towards training and technical assistance. Direct grants account for about 30%.

Client groups' major needs are for extension services, in areas such as soil conservation, water conservation, and energy conservation. Clients have a special need to learn problem identification and organizational skills. To meet some of these needs Africa 2000 has promoted a simplified form of PRA for use by farmer communities.

Sample Africa 2000 activities include:

- o Gombe Pasture Improvement Project in which Environmental Alert received a grant to work with farmers to introduce zero grazing, improved stoves, composting, and cash crops;

- o Farmer exchange visits with Kenyan and Ugandan farmers;

- o Drama and drum competition for Wildlife Clubs in which the winning group attended a workshop on environment, and now tour communities with an environmental drama.

Resources Network of development professionals; newsletter; and small resource center.

Needs Training materials; farmers' kit (e.g. a package of simple illustrations depicting topics covered in workshops to be given to farmers;) and, enhanced communication skills.

Lessons Farmer exchange visits are very important means through which farmers and community leaders learn about new techniques and knowledge..."they understand better when they hear it [skill/info] from fellow farmers."

Organization UNICEF
Basic Education

Contact Programme Officer

Address P.O. Box 7047, Kampala

Telephone 234-591

Staff

Principal target group Ugandan education and children's agencies

Main purpose To meet minimum learning needs of people by equipping them with the knowledge, skills, attitudes and values necessary to survive and improve the quality of their lives.

Activities/comments

As part of Basic Education programming, UNICEF started the School, Health, and Education project. The project was a response to the collapse of most infrastructure in Uganda from civil disturbance. The health system had disappeared. The only institution that appeared to have any integrity left was education. By introducing basic health education in the schools, it was assumed to be infused throughout communities. In 1989-90, HIV/AIDS began to take precedence in education programming. In 1994, they have become aware that health issues cannot be divorced from environment. As a result, UNICEF/Government of Uganda plan for 1995 - 2000 is being rewritten to address education and health issues through environment.

Resources Technically trained staff; international networks.

Needs Program continuity; and a more realistic assessment of project sustainability.

Lessons Learned

It is difficult to convey the message that once a workplan and budget are set and agreed upon they cannot be altered.

PEACE CORPS SUPPORTED ACTIVITIES

Organization Peace Corps

Contact Assistant Peace Corps Directors -- Education & Natural Resources

AddressTelephone 241-732Type Government/NGOSize 37 volunteersTarget group Local government institutions, schools, and parks.Main Purpose

To provide skilled volunteers in natural resource management, education, and health for local government agencies, teachers colleges, and parastatels.

Activities/Comments

Peace Corps returned to Uganda in the early 1990s after a hiatus of nearly 15 years. Natural Resource Management projects began in 1991 when 8 PCV's were assigned to National Parks as Park managers. In 1992/93 conservation education component for parks was added along with 8 community foresters. In 1994, the next stage in the evolution of Peace Corps/Uganda programs began with the assignment of PCVs as District Environmental Officers to work along side Ugandan counterparts as part of government de-centralization. PCVs are expected to assist their counterparts in creating environmental impact statements, training, management, and planning.

NRM projects evolved out school-based education projects, when PCVs assigned to schools began working in national parks during school holidays.

Sample PCVs Activities

1) Lake Nkuruba Conservation Education Project

The project site is adjacent to a crater lake in a densely populated farming district on the western side of Kibale National Park. A local committee of church members and RC members is overseeing a conservation education program designed to focus on issues of soil conservation, fisheries, beekeeping, and nursery production. Construction of an education center is underway with a commitment of support from the Roman Catholic Church. Activities also are funded through the Biological Field Service Station.

Major task at present is a local needs assessment to determine local EE needs.

2) Wildlife Education Centre -- Entebbe

School outreach program initiated by a PCV. Activities include design and testing of a School Enrichment Programme, upgrading interpretive activities at the Centre, as well expansion of program to secondary schools.

3) Queen Elizabeth Park

Design and implementation of a self-sufficient chimp interpretative program at Kyambura Gorge. Activities include community outreach, establishment of buffer zone Wildlife Clubs, and school program. Wildlife Clubs include a club for adults, with activities in agriculture, beekeeping as well as wildlife.

4) Uganda National Parks Interpretive Guide Training

Sponsored a two week program for 14 interpretive Guides conducted by PCVs at Queen Elizabeth National Park. The goal of the training was to introduce a more service oriented perspective among the guide. Peace Corp is producing a guidebook based on the training workshop.

Resources Skilled volunteer base, volunteer resource center

Needs EE&C resources; some training in EE&C methods and issues

Lessons learned

For a development project to take root, the project needs time; relevance to community life; demonstrate income potential.

UGANDAN NON-GOVERNMENTAL ORGANIZATIONS & COMMUNITY-BASED ORGANIZATIONS

There are hundreds of indigenous NGOs and CBOs operating in Uganda; nearly, 1000 are registered with the NGO Registration Board in the Ministry of Internal Affairs. Given that the majority of Ugandans are agriculturalists and predominantly rural, much of NGO/CBO activity deals with agricultural extension, soil conservation, and fuelwood issues. In an economy where the annual gross income is estimated to be \$200/per capita, the major concern of all NGOs is income generation. The second major NGO/CBO concern is orphans. War, civil unrest and AIDS have created a large pool of orphans estimated to grow to over 1 million in the next few years. (NOTE: Definition of "orphan" appears to mean "fatherless" and not "parentless.")

While NGOs/CBOs focus on raising incomes and caring for orphans, there is widespread recognition of environment as an unifying theme for development. Several NGOs/CBOs are explicit in their understanding that healthy environments mean healthy economies.

There are two NGO associations that serve as information clearinghouses, provide expert information on NGOs, and help to lobby for the inclusion of NGOs in national and district development planning. These are Natural Resource Management (NARM), Forum, facilitated by World Learning, and DENIVA, an indigenous NGO grouping.

Ugandan associations with an interest in education include the PTA movement and the Ugandan Teachers Association. PTA emerged in response to deficiency in public sector support for education. A major PTA activity is fund-raising to supplement teacher income.

Organization National Resource Management (NARM) Forum
World Learning, Inc.

Contact Project Manager

Address Colline House, P.O. Box 9007, Kampala

Telephone 233-237/234-900/242-429

Type NGO

Staff 2 persons (World Learning;) and, 7 member NARM Executive Committee

Target Group Uganda natural resource NGOs boards & staff

Main Purpose

Provide a forum for discuss, networking and communication opportunities, and management training for NGOs working in natural resource issues.

Activities/Comments

NARM is the successor to the Country Working Group of PVO-NGO/NRMS implemented by World Learning, Inc., a U.S.-based PVO. PVO-NGO/NRMS, began in 1989, provides support to NGOs and Community-Based Organizations (CBOs) involved in environment and natural resource issues and was initiated in Uganda with a 3 year grant to World Learning from USAID. A network of NGOs-CBOs was established through which member groups would receive natural resource project support activities such as management training.

By mid-1994, 50 NGOs are members of NARM Forum. Initial activities under the PVO-NGO NRMS project included a baseline assessment of priority training needs. As a result of the assessments, training courses and workshops were held:

A workshop on project design, proposal writing, and financial and accounting held for 41 representations from local CBOs and NGOs. Participants were interested in project design and management skills to implement AIDS education, food production and tree planting projects;

An environmental conservation and awareness workshop for 26 representatives of CBOs and NGOs operating in the Queen Elizabeth Park buffer zones, along with park education staff, local fisheries officer, and local district and RC officials.

A week-long training workshop on fish farming and management.

Financial assistance and a seminar for community mobilization and extension workers in soil conservation, agriculture, and forestry in Bushika sub-county in Mbale District.

PVO-NGO/NRMS also is the networking center for FAO's Forest, Trees, and People Programme in East Africa, with the Forest Department of Makerere University acting as the National Facilitator for FTTP activities in Uganda. Main FTTP program areas are:

- 1) development methods (i.e. participatory development techniques;
- 2) identifying and developing case studies;
- 3) institutional strengthening;
- 4) networking and advocacy; and
- 5) field work support.

NARM emerged from the PVO-NGO/NRM Country Working Group as a lobbying agency for natural resource issues. NARM provides a forum for NGO/CBO discussion on natural resource issues. At present, NARM members are lobbying for inclusion in decentralization discussions. The inclusion of NGOs in district level discussion brings NGO expertise in natural resource and environmental issues. This follows NEAP's recommendation to use NGOs as partners. There are five pilot districts: Kabala; Mbarara; Mbala; Tororo; and Arua.

In 1992, PVO-NGO/NRMS Uganda compiled a Natural Resource Management Directory of 135 PVO, NGO, and CBOs in Uganda. The directory listed 18 organizations that specifically identified environmental education and awareness as program activities. The remaining groups identified some form of training, extension, or wildlife and conservation activity. Plans are underway to update The Directory later in 1994.

Resources An active NGO network; US NGO support; newsletter; and, training protocols.

Lessons Learned

Environmental education usually means sensitizing about environmental issues. For many people, environmental education is equated with tree planting. However, World Learning has realized that effective environmental education should enhance technical capacity in such areas as soil conservation, tree planting, or program management. To be truly effective, environmental education

must demonstrate an understanding of poverty, and constraints to tenure and use rights over land and natural resources.

Organization Uganda Wildlife Education Centre

Contact Director

Address P.O. Box 4, Entebbe

Telephone 20073/20520 (Entebbe)

Type Trust

Staff 3 management staff, 11 keepers, 1 full-time zoo guide, 1 PCV and 1 other volunteer

Target Population The public, tourists, and school children

Main Purpose

To inform and educate the public about the importance of wildlife and national parks to Uganda.

Activities/Comments

Begun in 1962 as the Entebbe Zoo with support of the New York Zoological Society, the zoo was a facility for orphaned animals, administered by the Game Department. In April, 1994, the zoo became a Trust and was renamed the Uganda Wildlife Education Center with a Board of Directors representing civic and business interests. The goals of the Wildlife Education Center are:

- 1) to become a compelling introduction to Uganda's wildlife heritage and parks;
- 2) to create a highly visible national asset; and,
- 3) to become a prototype for future wildlife education centers worldwide.

Currently, the East African Wildlife Society, and Zoo Atlanta, are proposing a joint venture to upgrade facilities and implement a comprehensive education program with an outreach capacity.

As part of program development and staff training, a Fellow with the Jane Goodall Institute, initiated an information exchange between park guides and zoo keepers. The purpose of the exchanges is to provide opportunities for "interpretive guides to see chimps upclose, and zoo keepers to see chimps in the natural environment. Guides usually see chimps from a distance and don't know how to recognize individual features. Our keepers really don't have a good grasp on chimps until they can see them in their natural environment."

The Wildlife Education Centre has a core school program developed by a Peace Corps Volunteer. The program works with schools in the region using a set of lesson plans based on Project Wild material. It was adapted for Ugandan schools by 20 teachers coming together in a workshop. A thousand copies of the lessons were printed with assistance from the Standard Chartered Bank Uganda, Limited. Teachers visiting the Center and using the lesson plan fill out a questionnaire. On the basis of their responses, a second version of the lesson plan will be printed.

The Center receives about 100,000 visitors a year, including 65,000 school children,

In developing the education program, the Center plans to target 7-15 year olds. Activities will be designed to reach their parents to bring adults into Centre activities.

In designing the education program, Centre materials will be made compatible with the formal curricula.

If the Wildlife Education Centre expansion goes as planned, there will be a boarding facility so school groups from all over Uganda can visit. Plans being considered would limit school visits to Wildlife Clubs which would make bookings to visit the Education Centre.

Resources Bird, baboon, chimp, crocodile, leopard, and buffalo exhibits. A Chimp Island, Wetland Aviary, Kop meadow, and Kidepo savanna are under construction.

Needs Training in educational techniques; communication strategy to convey the Wildlife Centre's existence and message to the public.

Lessons Learned

To provide an effective educational experience for children Wildlife Centre and school-based materials and activities should complement one another conveying consistent messages. Good educational materials need to provide teachers with additional resources to more effectively use the syllabus.

Organization Joint Effort to Save the Environment (JESE)

Contact Coordinator

Address P.O. Box 728, Fort Portal

Telephone

Type NGO/CBO

Size 3 and a small cadre of volunteers

Target Group Farmers and women's groups in Kabarole District.

Main Purpose

To teach local people better land use practices to improve soil fertility, reduce pressure on local forests, and increase locally generating farm incomes.

Activities/comments

JESE was founded in 1993 as a spin-off from Foundation for Rural Development. It is governed by a board of directors representing local interests; including the District Executive Secretary, a representative of the Rwenzori Mountains Conservation and Development Project, and a representative of local clergy. It is affiliated with the UNDP sponsored AFRICA 2000 network of NGOs. Its activities also are linked to FTTP and the NARM Forum.

Part of JESE's mission is to make an explicit linkage between environmental protection and income generation through its educational and information programs.

JESE produces a yearly workplan and schedule of workshops. Work is carried out in cooperation with local extension officers. A workshop on environmental protection is required by all participants. Other workshops include crop production techniques (banana, passion fruit, etc.) soil fertility enhancement techniques, zero-grazing techniques, soil & water conservation, improved stoves, on-farm fuelwood production, and tree nursery design and management. They also work with schools to create tree nurseries on the assumption that children will teach their parents.

JESE cooperates with other projects at village and Parish-level workshops. For example, Rwenzori Mountains Conservation and Development Project Parish extension worker is cooperating with JESE in the introduction of improved stoves and agricultural techniques.

Organizational goals include increasing the volunteer base, increase income, and developing a self-reliant staff.

Resources Well educated and trained staff; coherent goals and annual workplan; and, good local contacts.

Needs Workshop materials; access to EE&C networks; and re-fresher training for staff.

Lessons learned

Successful programs must be grounded in the reality of target communities (i.e. board and staff should reflect the community within which the NGO is working;) and, workshops and materials should have practical value for adult learners.

Organization Foundation for Rural Development (FORAD)

Contact -----

Address Fort Portal

Telephone -----

Type NGO

Size -----

Target group Rural dwellers; specifically woman and youth in Kabarole District.

Main Purpose "Its mission is to promote self-sustaining activities to break the cycle of poverty."

Activities/Comments

FORAD is being re-constituted because of irregularities (e.g. fraud and embezzlement.) FORAD was founded in 1990 as a member organization. Prior to the suspension of activities, it changed to a service organization to deliver education and training to rural people.

Working through village-based groups, FORAD provides local people with information and training on tree-planting, beekeeping, improved stoves, and conservation-based land-use practices. Through village-based groups, FORAD identifies change agents who receive an 8 month training. Training is based on a training book --- "the yellow book."

As FORAD re-constitutes itself, it is planning to develop a training center, based in Kabarole District with assistance from a Belgian donor.

Resources Once FORAD is re-constituted under new management, it should be able to bring international contacts, a trained staff, and coherent development program to EE&C activities.

Needs Management accountability to board, donors, and community.

Lessons Learned

It is important to have financial management and accounting systems in place.

Rural training and EE projects appears to be most effective when

lead by local leaders.

Organization Bynyagabu Beekeeping Community (BBC)

Contact Coordinator

Address P.O. Box 771, Fort Portal

Type CBO (appears to be structured as a cooperative)

Size 3 staff and one volunteer

Target group Farmers

Main purpose To teach rural people conservation practices and health through beekeeping.

Activities/Comments

Founded in August, 1993, as a spin-off of FORAD, BBC is a cooperative of farmers managed by a small staff, including an Austrian volunteer. At BBC's headquarters on the main road from Fort Portal to Kassese, BBC manages a honey processing facility, sales room, and shortage facility.

At present, BBC has 15 groups each averaging 15 farmer members. Only groups may join BBC. Each group is assessed a membership fee of 20,000 /= . In return, member groups receive training and beekeeping equipment. As revenues increase from the sale of honey and handicrafts, members will eventually receive an income from their membership in BBC. In the meantime, revenues are used to purchase equipment and supplies.

Major environmental education activities include training in new beekeeping techniques to farmers that reduces the pressure of beekeeping activities on resources. BBC members also receive information on the medicinal and health benefits of honey. For example, smoking bees from hives rather than burning them out.

BBC is also involved in an AID/HIV treatment program. Propolis, a by-product of honey production, is provided to 280 HIV/AIDS cases throughout Uganda. BBC management is monitoring their progress.

Resources

A building housing sales, production, and storage facilities.

Lessons Learned

In working with adults conservation and environmental education need to be linked to activities that yield practical results:

increased incomes and marketable skills.

Organization Wildlife Clubs of Uganda

Contact Secretary-General

Address Plot 31 Kanjokya St., Kamwokya P.O. Box 4596, Kampala

Telephone 530-632

Type NGO

Staff 8 (including 1 graphic artist and 2 education officers)

Target Group Primarily youth: 1,000 clubs on paper; 130 active clubs (including 28 adult clubs.)

Main Purpose

Wildlife Clubs of Uganda has four objectives:

- 1) Cultivate a desire for environmental conservation among Ugandans and East Africans as a whole;
- 2) Promote appreciation and scientific study of Uganda's wildlife and environment.
- 3) Promote realization of economic, recreational, cultural and aesthetic value's of Uganda's natural resources;
- 4) Promote co-operation with other organizations having similar objectives.

Activities/Comments

The Wildlife Clubs of Uganda (WCU) is a national association of member clubs. WCU was founded in 1975 to provide young people in Uganda with an opportunity to learn about wildlife and their importance to Uganda. In the past few years, WCU's emphasis has shift led to embrace the study and understanding of ecosystems.

WCU is headquartered at Uganda National Parks. WCU receives some support from UNP, while the Minister of Tourism, Wildlife, and Antiquities is WCU's patron. A General Assembly of Wildlife Clubs meets at least once yearly. A five member Board of Trustees, appointed by the patron, is responsible for overall administration, while The Governing Council, composed of members elected by the General Assembly, is the decision-making body of the clubs and supervises the Club's Secretariat. WCU is in the process of forming District associations.

The General-Secretary oversees the work of the secretariat. Major activities include formation of clubs, production and marketing of activities and events, production and dissemination of educational

materials, training club patrons and leaders, organization of environmental campaigns, and fundraising, membership recruitment, and project development. A program document specifying WCU goals, objectives and guidelines is currently under production.

WCU also maintains relationships with a range of environmental and conservation organizations. These include WWF, IUCN, African Wildlife Foundation, East African Wildlife Society, and Wildlife clubs in Kenya and Tanzania. WCU also is working with government agencies. Historically, WCU has maintained very close working relationships with Uganda National Parks and the Game Department. In the past few years WCU has begun to establish working relationships with the Department of the Environment.

Clubs are formed locally, usually with a sponsor, termed a Patron. The Club applies for membership with a subscription fee. Memberships are renewed yearly.

WCU organizes a yearly Conservation Awareness Week, held each March.

In practice, WCU designs programs and "sells" them to donors. WCU tries to create programs around a central theme. In 1995, the theme is expected to focus on the topic of "Tropical Forests and Human Activity." This allows the WCU to form partnerships with agencies and organizations. For example, workshops for club patrons were implemented with through the Wetlands program of the Ministry of Natural Resources. A forest awareness campaign would be carried out in cooperation of the Forestry Department. In Kampala, a city-wide clean-up campaign was initiated by WCU in concert with local groups.

Individual Clubs carry out a variety of activities. At Kyambura Gorge in Queen Elizabeth Park, a PVC initiated three Wildlife Clubs on the Gorge's periphery. Club activities include agriculture, tree-planting, as well as visits to the Gorge. After these Club were established, the park Rangers and guide's took over club patronage and are continuing activities. At a girls Secondary School in Fort Portal the Wildlife Club, with 100 plus members, has several activities. These include dramatic presentations with an environmental theme for people in Fort Portal and surrounding villages. The same Club has sponsored tree planting on the school campus and is now planning a small botanical garden on campus for use in science courses.

WCU sponsored an environmental drama that was performed at the National Theater.

Resources

An organized secretariat with an education unit capable of producing educational materials and workshops; A club infrastructure that links schools to national parks; newsletter; working relationships with government ministries and agencies.

Needs Completed program guide; long-term funding; access to EE&C materials and networks.

Lessons Learned

While Club patrons and members have much enthusiasm for activities, they need training and guidance in running clubs and understanding environmental concepts such as ecosystem. Many successful club activities build on what members and their communities know best: agriculture, drama, and music.

Organization Environmental Alert

Contact Project Coordinator

Address P.O. Box 11259, Kampala

Telephone 233-684/245-184

Type NGO

Staff 4 full-time (including a training officer,) 2 part-time

Principal Target Group Farm families and farm communities

Main Purpose

To promote sustainable development in rural communities adversely impacted by deteriorating environments.

Activities/comments

Started in 1988 by seven graduates/students of Makerere University, the founders of Environmental Alert attempt, through their projects, to make people aware of the relationship between poverty and environmental degradation.

Environmental Alert acts as an intermediary organization between donor and research centers and communities and resource users.

Environmental Alert is very clear that the major issue confronting Uganda is poverty and environmental degradation. They think that a major proportion of Uganda's wealth will be generated from its renewable natural resources. When beginning a project, they start by establishing a dialogue with a community in which they help the community to identify issues/problems. They work with the community to draw-up an action plan. Once a realistic program is agreed upon the community, Environmental Alert markets the project for support. Donors either support a project directly, or they work through Environmental Alert, serving as an intermediary agency.

At present, Environmental Alert has three types of projects:

- 1) Community development programs with revolving credit, training/extension services; and salary support. Some activities are funded through Africa 2000, while Environmental Alert is seeking additional resources;
- 2) Training and consultancy services for communities in Kasese, Iganga, Masaka, and Kabale Districts.
- 3) Water Harvesting Project constructing a water-tank for 15

farmers.

Part of Environmental Alert's challenge is to help peasant farmers commercialize their agricultural production. Workshops and training introduce skills in beekeeping, poultry, and piggeries

Environmental Alert's training model uses a combination of in-class teaching, hands-on demonstration projects, and follow-up visits. An initial workshop of in-class learning and demonstration activities is two weeks in length. It is followed 2-3 months later Resources Trained staff; community-based programming; extension and training methods.

Needs EE&C materials that have a "balanced perspective," acknowledging the need for income generating activities and economic growth in addition to legitimating the existence of wildlife. "It just isn't all tree-planting, you know."

Lessons learned

Good development and education take time; environmental education to be successful needs to be tied to productive activities; successful environmental education with illiterate farmers needs to be built on hands-on activity. Environmental education should help people identify problems and define realistic solutions. Environmental education runs the danger of being detached from reality (i.e. text-book teaching;)

Organization East African Wildlife Society - Uganda Branch

Contact Programme Officer/Administrator

Address Uganda Museum, P.O. Box 7422, Kampala

Telephone 233-061

Type NGO

Staff 1 administrator, and a 13 member voluntary Branch Committee

Principal Target Group Ugandan public, schools, and Wildlife Clubs

Main Purpose

To promote conservation and wise use of wildlife and environment in East Africa.

Comments/Activities

The East African Wildlife Society is a membership organization headquartered in Kenya. It was established in 1956 when Kenyan and Tanganyika clubs joined together. A Uganda club was formed in the 1960s. The Uganda Branch was organized in 1992. Prior to that time the club was run by volunteers. EAWS raises monies from memberships, fundraising activities and donations.

The original scope of the Wildlife Club was limited to the conservation of "large animals." The organization's purpose has evolved to focus on the "total environment." East African Wildlife Club has two overall objectives:

- 1) To advocate on behalf of wildlife and wildlife habitats with the public and public agencies;
- 2) To educate and make the public aware of the important role that wildlife and wildlife habitats play in Uganda;
 - a) Support the post-graduate education of 3 Makerere University students. Results of their research will be used in advocacy projects;
 - b) Sponsor a joint education program with the Uganda Museum. From 30-40 school groups visit the Museum each month. Students range from P1 through to those attending Teacher's Training Colleges. The program consists of a 45 minute presentation, including a video, on Ugandan Wildlife;
 - c) Working with Uganda National Parks at Kidepo National Park by "topping-up" allowances for field wardens and

helping reach-out to local communities. (EAWS receives some support from the Rothschild Foundation/UK for this activity.)

The Uganda Branch also cooperates with the Wildlife Clubs of Uganda, providing materials and programs when possible. The Uganda Branch takes special care to establish relationships with student-teachers visiting from the Teacher Training Colleges, slowly building a network of teachers.

A special activity of EAWS is the Wildlife Education Centre at Entebbe.

Resources Graphics, publishing, and layout capabilities at headquarters in Nairobi; international membership base; active group of volunteers; linkages with Uganda museum and Wildlife Clubs of Uganda.

Needs Funding, materials/training for museum interpreters.

Lessons Learned

Ugandans are interested in wildlife and conservation issues. However, many direct approaches to people fail (lectures, didactic approaches,.....) as people withdraw. If an EE&C approach that began with an activity to let people open-up and express themselves, than people would learn -- especially when people feel that the ideas are their own. "RC's are a good entry point into a community. They help ensure local ownership of the project."

Organization Kibale Association for Rural and Environmental
Development (KAFRED)

Contact Secretary

Address c/o Kibale National Park

Type un-registered CBO

Staff Volunteer committee of 10 core members

Target group Residents in Kibale National Park buffer zone

Main purpose

To design and implement projects that utilize benefits from tourism to Kibale National Park.

Activities/comments

KAFRED's formation was stimulated by the Kibale Forest National Park development and expectations of increased tourism. KAFRED began activities in 1993 and is going through a NGO registration process. One activity is run by a women's group as part of KAFRED's swamp project: They managed a small shop through local handicrafts are sold to tourists. As revenues are realized from sales to tourists visiting the swamp, local people are beginning to ask what other benefits are derived from the swamp.

KAFRED is applying to Peace Corps for a volunteer to assist in business and organizational development.

Resources Local access and income generating capacity.

Needs EE&C materials and projects that build on income generating activities from local ecotourism.

Lessons learned Successful education programs are tied objective improvements within the locality.

Organization DENIVA (Development Network of Indigenous Voluntary Organizations)

Contact Executive Secretary

Address P.O. Box 11224, Kampala

Telephone 531-236/530-575

Type private association

Staff 15 full-time, paid staff (including Programme Officer-Training and Programme Officer-Research and Policy) employed as DENIVA's Secretariat.

Target group Indigenous voluntary and non-governmental organizations.

Main purpose To nurture a strong indigenous NGO sector in Uganda through international networking, training services, information sharing, and influencing government policy.

Activities/comments

DENIVA was founded in 1989 to foster a network through which Ugandan NGOs can share information, resources, and experiences. In 1994, DENIVA has 300+ NGO members throughout Uganda. It is supported through membership fees and grant monies from The Netherlands. Yearly membership is 3000/=.

The use of "network" in the organization's name was deliberate, as was "voluntary association," to reflect the character of the group. "The philosophy of DENIVA is for NGOs to strengthen one another through a network." One of the main functions of the Secretariat is to train NGO staff in networking: "Many of the NGOs don't know how to find out what other groups are doing in order to benefit from other's experience."

Another major task of DENIVA is to lobby government on issues important to the membership. From time-to-time, Government comes to DENIVA for information on different issues. DENIVA responds by offering workshops and seminars for officials.

As DENIVA grows, it is trying to put a "code of conduct" in place to govern member activities and insure program and management integrity.

In terms of environmental education, DENIVA finds that most of their members do something related to environment: "The definition

of environment is so broad that we are all concerned about EE." However, DENIVA has had some input into NEAP, works with the Forest, Trees, and People Programme, and is a member of the NARM Forum. In developing an environmental program, DENIVA is very aware of the necessity of identifying realistic alternatives at the same time as they make people aware of any destructive behaviors (e.g. fuelwood gathering.) In this context, they target activities towards woman, because of their important role in agriculture.

In 1994, DENIVA will conduct 7 "zonal workshops," 2 gender workshops, and 2 information management workshops for its members. Zonal workshops bring members in specific zones together to provide an opportunity for the Secretariat to interact with members and to create accurate member profiles.

Resources Professional staff; Resource center; Newsletter with a circulation of 1000; computers; and donor assistance.

Needs Some training in material design and production (e.g. audience segmentation;) technical training (e.g. use of indigenous species in forestry programs;) and EE&C methods and issues.

Lessons learned

"The hardest thing to do is to break the cycle of dependency --- we try to get members to rely on one another for support. Just because they have a problem that does not mean that they have to have money to solve it. Another member may have information or knowledge that can be used." For any activity to be successful, it must be linked to real life issues (farming, fuelwood, etc.)

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Ndyakim Amooti, Environmental
Journalist

RESOURCES

In this section sample environment education and communication publications, resources, and materials are listed. The sample is organized in the same order as organizations were ordered in the previous section.

Government of Uganda and Formal Education and Training Agencies

Ministry of Natural Resources

"Uganda National Wetlands Conservation and Management Programme" brochure.

Wetnews Newsletter of the Wetlands Conservation and Management Programme

"Masaka District Wetland Management Action Plan (1994-2000)."

"Community Forestry Education and Programmes at Nyabyeya Forestry College," by Gift O. Okojia.

Ministry of Education and Sports

"The Institute of Teachers' Education," Kyambogo Prospectus

"Uganda Science Educational Bulletin," ITEK.

"Primary School Syllabus," 1990 [NOTE: Under revision]

"Basic Science & Health Education Syllabus for Primary Schools"

"Basic Primary Science & Health for Uganda -- Health Education," Pupil's Books 5, 6, & 7.

"Basic Science & Health Education for Primary Schools," Teachers' Guide Vols. 1 & 2 for Primary 1 - 7.

"Health Education Syllabus for Secondary Schools"

"Health Education Syllabus Grade III Teachers' College in Uganda." School Health Education Project Tutors Modules & District Monitoring Report

Horticulture Monitoring Report

"The Evaluation of the 1991 Primary Schools AIDS Drama Competition."

The Training Module for Playwrights and Producers of AIDS Drama in Uganda Schools."

The Hydra a play for AIDS Drama competitions in schools.

"The Training Manual for Teachers Centre Coordinators."

"School Kit on Family Health and Social Problems"

"Primary School Health Kit on Immunization."

"Primary School Health Kit on Diarrhoeal Diseases."

"Primary School Health Kit on AIDS Control."

"Primary School Health Kit on Water and Sanitation."

"School Health Education Project Newsletter."

"National Curriculum Development Centre Environmental Education Curriculum Development Project: A Proposal."

Ministry of Finance and Economic Planning

"Uganda National Programme for Action for Children," September, 1992, priorities and implementation plan for 1992/93 - 1994/95.

Makerere University Institute of Environment and Natural Resources
 "MUIENR: Inventory and Prospects," Technical Report, 1994.

Makerere University Institute of Social Research
 "MISR Research Projects."
 "MISR'S Five Year Development Programme, 1993 - 1998."

Uganda National Parks
 "Uganda National Parks," brochure.
 "Queen Elizabeth National Park: Anti-Poaching Capacity Building Workshop."
 "Local Community Participation - Pilot project 1A,"
 "Syllabus for Park Warden Course at Mweya."

Church/Religious

"What can we do about AIDS?" Uganda Church Response.
 "People in Development," World Vision newsletter.
 "World Vision Uganda," 1993 Annual Report.
 "Young People on Health Issues: The Best 12 Essays from a National Essay Competition," World Vision, 1994.
 "Vision Club Guidelines."

Private Sector

Sample materials from Sheraton-Kampala "Going Green" and environmental awareness week activities.

Communication and Media

Media Consultants company profile & samples from MCL's family planning campaign.
 Bakayimbira Dramactors descriptive brochure.
 Pride Academy brochure.
 Ndiwaira - play on AIDS.
Omunaala a play in Luganda.
Olusozi Lwabatulege a play in Luganda.

International Organization

"WCU, Kibale Forest Project Six month report, December, 1993."
 "Kibale Forest Tree Key."
 "Kibale Engeye Newsletter."
 "Kibale Tree Planting Newsletter."
 "Final Report for Kibale Forest Community Tourism Activities Consultancy," by Mark Noonan, July, 1994.
 "IUCN, Mount Elgon Conservation and Development Project, Annual Report, 1993."
 "Report on Conservation and Awareness in the Parishes of Kigarale, Mbale."
 "IUCN, Kibale and Semliki Conservation and Development Project, Progress Report, December 1993."

Kibale and Semliki Conservation and Development Project, Workplan 1994."

"Environmental Awareness Survey, September, 1993," Kibale and Semliki Conservation and Development Project."

Sample educational brochures for Kibale and Semliki project.

Classroom materials and activities on plants, evolution, environment, animals, and water.

"WWF Rwenzori Mountains Conservation and Development Project." fact Sheet.

"The Needs Assessment Carried Out by WWF's Rwenzori Mountains Conservation and Development Project," March 1993.

"Feasibility and Design Study: Conservation Education." WWF.

"Lake Mburo National Park Support and Community Conservation Project - Final Progress and End of Project Status Report," African Wildlife Foundation, 1994.

"Development through Conservation Project Brief," CARE.

"Conservation Education Section Report," CARE, June, 1994.

"Agro-forestry Course Booklet," CARE.

Quarterly Report for the Ikumba Education Centre," CARE, 1994.

Uganda Environews, Africa 2000 Network, UNDP, four issues.

Uganda Non-Governmental Organizations and Community-Based Organizations

"Natural Resource Management (NARM) Forum," A brochure.

"Natural Resources Management Support Project," Three issues of a quarterly newsletter.

"Ekanya Junior on Fire," an AIDS education comic book.

"Natural Resource Management, A Directory of PVOs, NGOs, and CBOs," produced by PVO-NGO/NRMS Project, 1992. [NOTE: To be revised in late 1994]

"DENIVA News," quarterly newsletter.

"Uganda Wildlife Education Centre," a brochure.

"Uganda Wildlife Education Centre: A New Type of Institution," strategy paper.

Uganda Wildlife Education Centre -- School Enrichment Programme."

"Environmental Alert," A brochure.

"Environmental Alert, an introduction and history."

"Joint Effort to Save the Environment, Annual Report, 1993/94."

"Kibale Association for Rural and Environmental Development," Project description.

"Kyambogo Environmental Education and Management Association (KEEMA)," by-laws.

"Wildlife Clubs of Uganda," a brochure.

"Wildlife Clubs of Uganda Handbook."

"How to Make and Save Money while Cleaning Up Uganda," a Wildlife Clubs of Uganda Project booklet.

"Young People Together," WCU newsletter.

Wildlife, A magazine of WCU.

"Horror Waves, a play commissioned by WCU.

"The East Africa Wild Life Society -- Uganda Branch," program

description.

SWARA, magazine of the East African Wildlife Society.

"Which Direction?" proceedings from the Uganda Branch 1993 Forum.

"Teacher Packet," Uganda Branch.